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Unit Three

Thematic



Module 1B:

Changes



Learning
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Grade Three **Thematic**



Module 1B:

Changes

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Grade Three Thematic
Module 1B: Changes
Student Module Booklet
Learning Technologies Branch
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Teachers	✓
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Home Instructors	✓
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- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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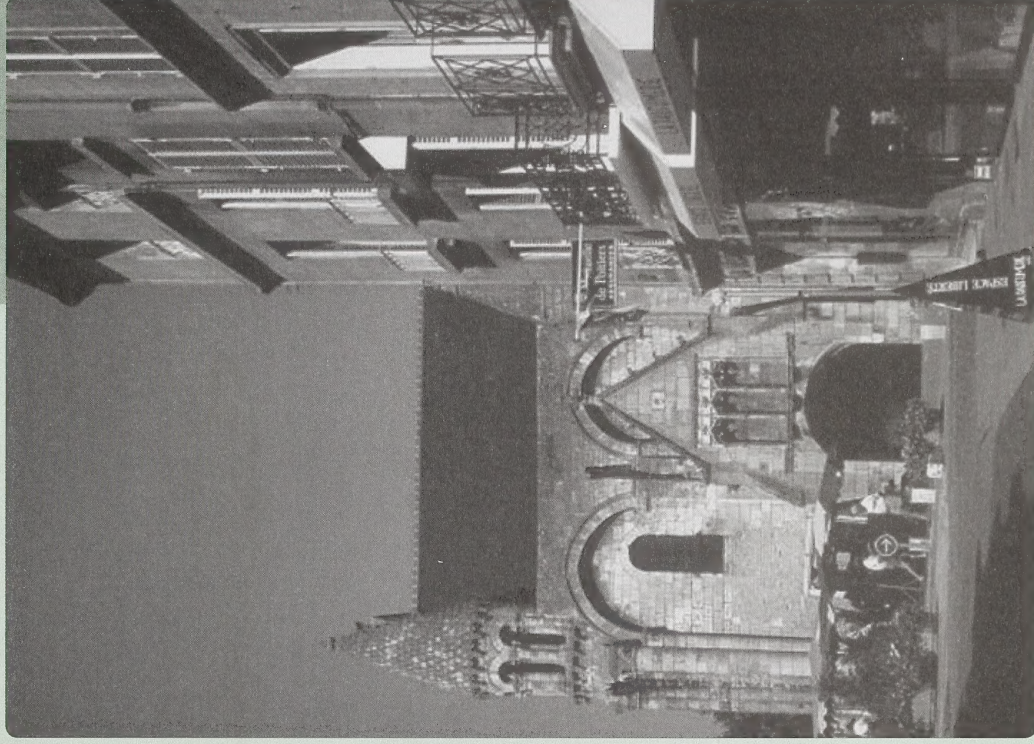
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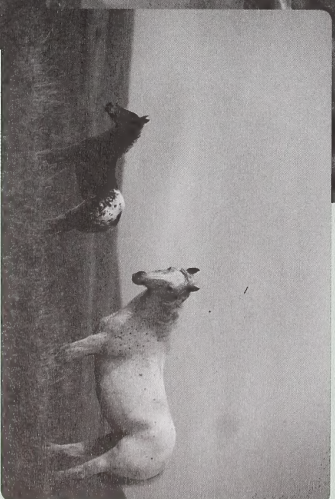
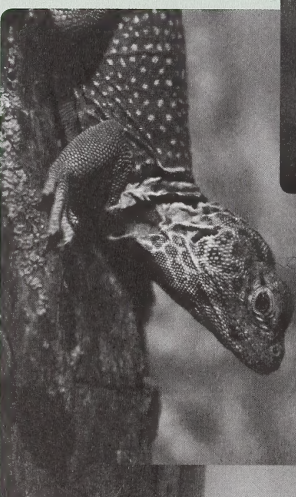
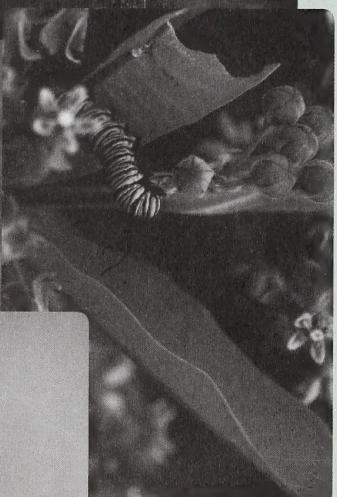


Module Overview

You have found out about some changes in yourself, your family, and your community. Are you ready to learn more about changes?

Have you ever thought about how animals grow and change? What do animals need to grow? You will learn lots of exciting things about animals in this module.

Another big change is coming up for you. You'll begin to learn how to do handwriting in this module. Can you "spread your wings" a little more?



What You Will Need

You will need the materials in your Course Container. Also collect the books and materials listed below and keep them in your work area. For Module 1B, you will need

- Module 1B Student Module Booklet
- Module 1B Assignment Booklet
- a junior dictionary
- *Collections: Spreading My Wings*
- *Modern Curriculum Press Phonics: Level C*
- a lined notebook
- an interlined notebook or interlined paper for handwriting
- felt pens or pencil crayons
- *Grade Three Thematic Multimedia CD*
- photo albums, baby book, or home video of your student
- watercolour paints
- poster paper
- blank audiotape or CD
- three-ring notebook or duo-tang with at least 26 pages

See the Home Instructor's Guide for more information.



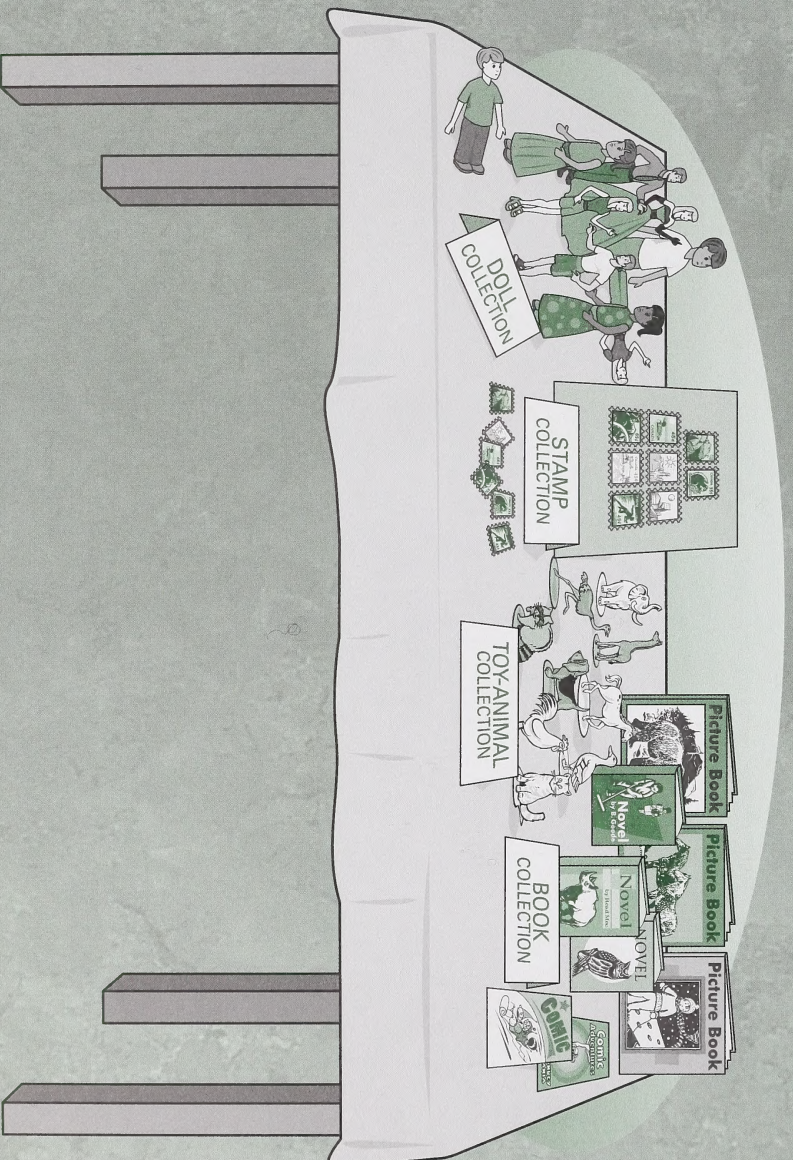
Day 10

Groups and More Groups!

Putting things into groups makes it easier to study and understand them.

Today you will think about how collections can be grouped.

You will also think about ways to group animals.



Getting Started

You have learned about grouping or sorting objects in math. You know that you can put together objects that are alike to make groups.

Do you remember the story “Penny Pincher”? Think about Kaitlin’s pennies. How did she group them? Tell your home instructor.

There are usually many different ways to sort things. Have you sorted anything into groups lately?

“My Collections”



Take out *Spreading My Wings*.



Look on the Contents page. Find the report called “My Collections.”

1. What page is it on? _____

Turn to that page.

The report, “My Collections,” is written by a student. The speech balloon tells you a little about him. Read it.

Your student should be able to tell you that Kaitlin sorted them by the dates printed on them.

Discuss with your student things that he or she may have sorted. You may want to discuss things you sort or group on a regular basis, for example, laundry, groceries, or dishes.

2. Who helps Ben with his writing? _____
3. What does he like to write best? _____

Read the report to find out what Ben's hobby is.

4. Ben's hobby is _____.
5. What kinds of things does Ben collect? _____

Ben has some marbles in his collection. He organized them by size when he wrote about them in the report.

6. What sizes of marbles did he have? _____
7. What are some other ways he could have grouped his marbles? _____

If you have marbles in your home, bring them out and let the student group them in a few different ways.

8. Ben also collects tools. How could you group the tools below? Tell your home instructor.



9. Think of two ways Ben could group his rock collection.

Your student will tell you about some ways that he or she would group or sort the tools.

If you have a variety of tools handy, you may want to gather them and let the student actually sort them.

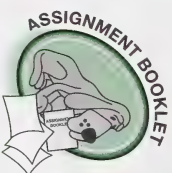
Refer to the Home Instructor's Guide for spelling words and procedures.

Spelling

Your home instructor will read some words aloud. You will write them in your Assignment Booklet.

Listen to each word as your home instructor says it. Think about which letters make the sounds that you hear in the word.

Write each word carefully.



Go to Assignment Booklet 1B. Do Assignment 1: Spelling Pre-test.

Handwriting

You have probably seen adults using **cursive writing** or handwriting. Handwriting can be faster than printing. As you grow older, you will do more handwriting and less printing.

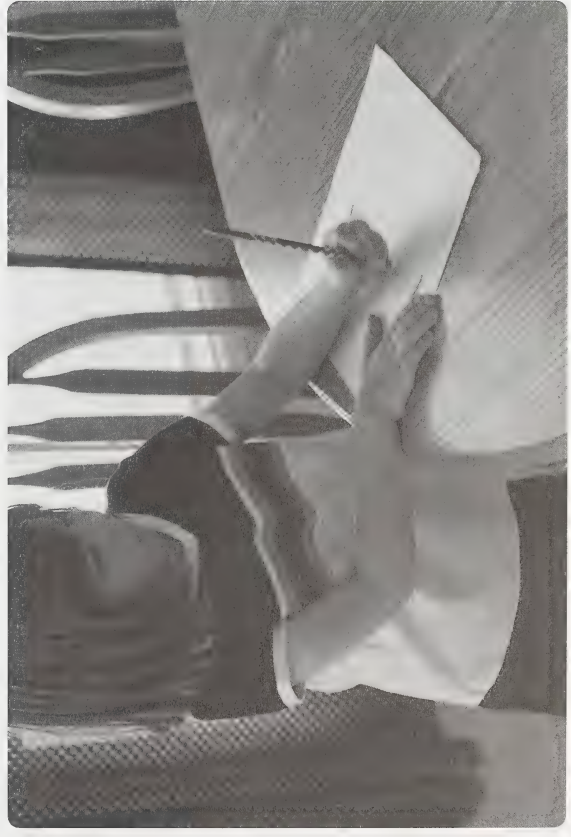
If necessary, explain to your student what cursive writing means.

cursive writing: writing where the letters are joined together in a smooth, flowing way; handwriting

10. How are cursive letters different from printed letters?

When you learned to print, you probably learned how to make “lines” and “circles” and put them together to make letters. You had to learn how to print each letter and then put them together to make words.

Learning to make cursive letters is much the same. You use a few different strokes and put them together in different ways to write the letters.



Write a sentence in handwriting on the chalkboard or a piece of paper. Let your student look at it and compare it to his or her own printing.

Refer to the Home Instructor's Guide for more information about handwriting.

downstroke

overstroke

understroke

You will need to learn how to form each letter correctly, how to slant the letters in the same direction, how to keep the letters the same size, and how to space the letters and words.



Today you will practise making strokes in the air and on a chalkboard or whiteboard. In a few days, you'll begin to practise in your interlined notebook or using interlined paper. Sometimes you will do handwriting exercises to send to your teacher.

Each day you will start your handwriting lesson by doing movement exercises. The right ovals exercise below will help you learn the overstroke. You will need it to make many letters.



- Begin by tracing over the right ovals, tornadoes, and faces with your finger. Start near the bottom of the oval and go up and all the way around.
- Practise making the right ovals, tornadoes, and faces in the air with your finger. Start near the bottom of the oval and go up.
- Practise making right ovals, tornadoes, and faces on the chalkboard or whiteboard. Do at least ten of each to practise the overstroke.

The student starts each lesson with large arm movements and gradually refines the movements.

For the first few days, the student will use the chalkboard or whiteboard only. After some basic strokes are mastered, the interlined paper will be used.

The student should begin by tracing over each oval, tornado, and face three or four times with his or her finger to develop a flowing movement.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

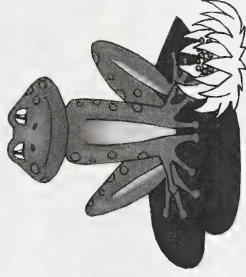


Grouping Animals

You have read and talked about sorting and grouping different things today. Now you can try grouping animals.

Find the **Animal Cards** pages in the Appendix of this Student Module Booklet. Carefully remove the pages. Cut the animal pictures apart.

Think about the real animals that the pictures show. Think about their size, how their bodies are covered, how many legs they have, and other features that they have. Sort the animals into groups.



11. What was your sorting rule? _____

Now mix up your cards. Think of a different way to sort them.

12. What is your sorting rule this time? _____

Can you think of another way to sort them? Show your home instructor.

Before your student starts sorting the cards, ask what groups he or she is making. The student should be able to verbalize a "sorting rule," such as small, medium, and large animals; animals with fur; animals with feathers; animals with scales; animals with skin.

The student can continue sorting the animals in different ways.

These terms are probably not familiar to your student. Discuss the pronunciation of each. This is a good opportunity to assist your student with checking the pronunciation in a dictionary.

vertebrate: animals having a backbone
Some animals with backbones are mammals, fish, and snakes.

invertebrate: animals without a backbone
Some animals without backbones are insects, shellfish, and octopuses.

You may need to help the student with this. Check the Home Instructor's Guide for a list of vertebrate and invertebrate animals.

There are so many different animals that scientists need to group them. Creating groups makes it easier to study and describe animals. What kind of groups do you think scientists have created?

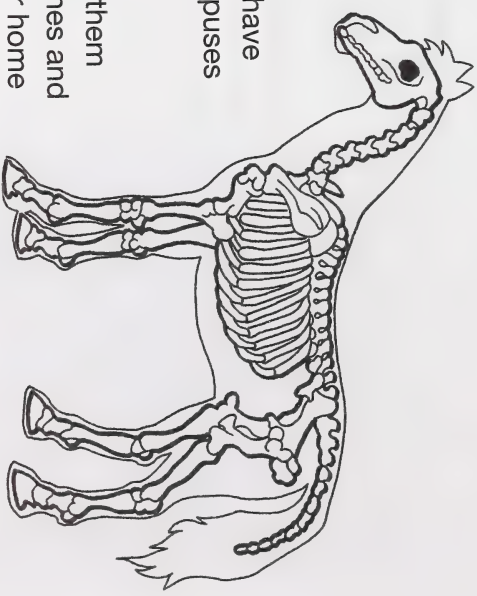
One way scientists group animals is by thinking about their backbones. Animals with backbones are called **vertebrates**. Animals without backbones are called **invertebrates**.

Animals like horses, dogs, and snakes have backbones. Insects, shellfish, and octopuses do not have backbones.

Take out your animal cards again. Sort them into two groups—animals with backbones and animals without backbones. Show your home instructor.

13. Write the names of two animals that are vertebrates.

14. Write the names of two animals that are invertebrates.



You have probably noticed that there are many animals that are vertebrates. Scientists group the vertebrates into smaller groups:



- mammals
- birds
- fish
- reptiles
- amphibians

Some invertebrate groups are



- insects
- spiders
- shellfish

characteristics: special features or attributes that make a person, animal, or thing different from another

Scientists have decided on some things that make the animals in each group different from the other groups. These **characteristics** are the sorting rules that scientists use.

Your home instructor is going to find all the mammals for you. What do you think the sorting rules are for mammals? Tell your home instructor.

Find all the cards with mammal pictures and lay them out on the table. Can the student guess why these animals are classed as mammals?

Help your student add any additional characteristics of mammals to the chart. Use the information in the Home Instructor's Guide to assist you.

Sort each animal group in the same manner. For example, sort all the birds into a pile. Ask the student what makes the birds different from the other animals. Help the student write the characteristics that he or she comes up with, and then add other information. As the animal groups are studied, other information the student discovers can be added.

Find the **Animal Groups** pages in the Appendix. Remove them from your Student Module Booklet.

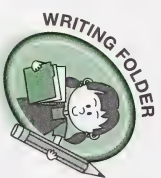
Write the things that make mammals different from other animals under the heading Characteristics. Your home instructor will help you add some more characteristics too.

Write at least two examples of mammals under the heading Animal Examples.

Your home instructor will sort some other animal groups. After the cards are sorted into the groups, try to guess the sorting rule. Write the characteristics of each animal group on the chart.

Put your chart up on a wall or in your Course Container. Put the animal cards in an envelope in your Course Container. You will need them later in the module.

What makes me special?



Find your report "My Community in the Past."

Continue working on your report. If you don't finish it today, work on it in your spare time until it is completed. You will send it to your teacher on Day 18.

Story Time

Enjoy a story with your home instructor.

Looking Back

What a lot of groups you worked with today! Did you like grouping animals or collections?

How are you doing on your report? Are your notes helping you write? Do you have enough information?

Journal Entry



The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

characteristics: special features or attributes that make a person, animal, or thing different from another

cursive writing: writing where the letters are joined together in a smooth, flowing way; handwriting

invertebrate: animals without a backbone

Some animals without backbones are insects, shellfish, and octopuses.

vertebrate: animals having a backbone

Some animals with backbones are mammals, fish, and snakes.

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Did you know that all animals grow and change?
Today you'll find out how a very special animal grew
and changed. That special animal is you!



Discuss the fact that humans are mammals. Go through the characteristics of mammals with the student to confirm it.

Your student should understand that humans grow inside their mothers and are born alive. Discuss this in terms that are appropriate for your child.

Getting Started

Did you know that humans are classified as animals? All living things are either plants or animals. Since you aren't a plant, you must be an animal! Which animal group do humans belong to? Tell your home instructor what you think.

You'll begin learning about how animals grow and change as you think about how you grew up. Get ready to find out more about yourself!

Growing Up

You have probably seen pictures of yourself as a baby.

Where did you begin to grow? Tell your home instructor what you know.



Take a closer look at how you grew and changed.

Find a photo album, baby book, or home video that shows what you were like when you were first born.

1. What did you look like? _____
2. What could you do? _____
3. What kinds of food did you eat? _____

Now look at some pictures of yourself when you were one year old.

4. What did you look like? _____
5. What could you do? _____
6. What kind of food did you eat? _____

7. What could you do by the time you reached each of the ages below?

three years old _____

five years old _____

seven years old _____

If the student has a baby book, spend some time reading the information together.

Discuss the questions with your student and refer to the baby book, photo album, or home video.

life cycle: the stages that a living thing goes through from birth to adulthood

As you get older, you will continue to change and grow. You will become a teenager and then an adult.

Scientists call the stages of growth and development a **life cycle**.

Draw your life cycle below. Show yourself as a baby, as a child, as a youth, and as an adult. How do you think you'll look as an adult?

baby



child



adult



youth

Spelling

A dictionary can help you spell. It can help you understand the meanings of words too. Follow the steps below to create your own dictionary.



Take out your lined notebook. Find your dictionary too.



Look at your dictionary. Think about how it is organized. All the words that begin with A are together, the B words are together, and so on.

8. The dictionary is organized in _____ order.

You are going to set up a Writing Dictionary. Follow these steps:

- Open the notebook you will be using.
- Write Aa at the top of the first page with a felt pen.
- Write Bb at the top of the second page.
- Continue writing until you have one letter of the alphabet on each page.

alphabetical order: in the same order as the alphabet

See the Home Instructor's Guide for information about setting up the Writing Dictionary.

You may have to help your student spell *alphabetical*. Demonstrate how to break it into parts (syllables) and spell each part.

If your student is not familiar with alphabetical order, explain it.

A a

- Write your spelling words from Module 1A: Day 9 in your dictionary. The words are

dress community small
yellow letter little

Put each word on the page with its beginning letter.

D d
dress

C c
community

Be sure the words are spelled correctly.

- Print Writing Dictionary on the front of your notebook.

You will add more spelling words to your dictionary as the year goes on. You can also add any other words that you have a hard time spelling. Use this dictionary to find the correct spelling of words when you are writing.

Compare the use of the dictionary to the Word Wall, if your student used this technique before. The student can look up familiar words in this personal dictionary.





Do page 17 in the Phonics book. There is an error on page 17. Change the heading of the third column to read "Hard c" instead of "Hard g."

Use the Suggested Responses to check your student's work on page 17 of the Phonics book.



Go to Grade Three Mathematics.

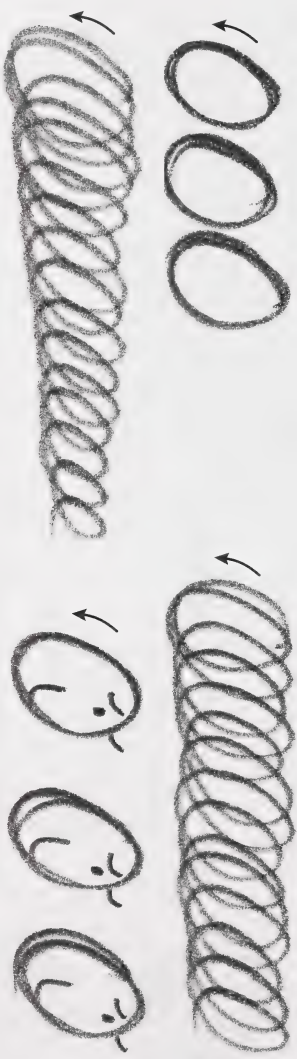


Your home instructor will tell you about today's physical activity.



Handwriting

The left-ovals exercise below will help you learn the understroke. You will need it to make many letters.



The student should begin by tracing over each left oval, tornado, and face three or four times with his or her finger to develop a flowing movement.

- Begin by tracing over the left ovals, tornadoes, and faces with your finger. Start at the top of the oval, go down, and all the way around.
- With your finger, practise making the left ovals, tornadoes, and faces in the air. Start at the top of the oval, go down, and all the way around.
- Practise making left ovals, tornadoes, and faces on the chalkboard or whiteboard. Do at least ten of each. Don't forget the eyebrows on the faces.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Community Growth

When you did your research, did you find that your community has grown over the years? Are there more jobs, services, and businesses than there were long ago?



Have your student refer back to information that has been discovered about the community in the present and the past if necessary.

9. Did your community change?

Complete a chart to compare your community now with your community in the past. If you need to, look back to Day 6 and to your research.

Think about what caused each of the changes as you work.

T-chart: a chart shaped like a T with two columns for entering information

Help your student compare the community of long ago to today's community. Use a few keywords to note the changes.

The chart below is called a T-chart because it is shaped like a T. It is a good way to compare two things.

	Long Ago	Now
Schools		
Clothing		
Food		
Homes		

	Long Ago	Now
Travel		
Services		
Businesses		
Communication		
Other Changes		

cause: a person, thing, or event that makes something else happen

Discuss each of the changes noted on the preceding chart. Talk about why each change occurred.

When something changes, there is usually a **cause** or reason for that change. Sometimes changes occur in a community because of new inventions. Inventions in communications and travel have changed the way things are done in communities.

Sometimes changes are caused because people move to a community. Larger schools are needed, hospitals are built, and new businesses are started.

Some changes are caused because a major industry has moved into or out of a community. Some logging or mining communities get smaller because a sawmill or mine closes down.

10. Did your community get smaller or larger? _____



Pick out two changes that you noticed in your community. You will write about them in your Assignment Booklet.



Go to Assignment Booklet 1B. Do Assignment 2:
Community Changes.

Story Time

Enjoy a story with your home instructor.



Looking Back

Growing causes lots of changes, whether you're a child or a community!

Did you learn a lot about yourself today? What do you think will happen when you become a teenager and an adult?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

alphabetical order: in the same order as the alphabet

cause: a person, thing, or event that makes something else happen

life cycle: the stages that a living thing goes through from birth to adulthood

T-chart: a chart shaped like a T with two columns for entering information

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Day 12

Mammals

On Day 11 you found out that humans are mammals. You'll learn about some other mammals today. Get ready to read a story about brothers and sisters, to practise handwriting, and to work on your spelling words too.



Getting Started

Do you have a brother or a sister? If you do, what is your brother or sister like? What do you do together? Do you like having a **sibling**? If you don't have a sibling, would you like to have one? Discuss these questions with your home instructor.

"Brothers and Sisters"



Take out *Spreading My Wings*.

Look on the Contents page to find the photo essay called "Brothers and Sisters."

1. "Brothers and Sisters" is on page _____.

The Contents page tells you that this is a photo essay. An **essay** is an organized piece of writing telling what the author has found out and what the author thinks about a subject. Turn to "Brothers and Sisters." Look through "Brothers and Sisters."

2. Why do you think it is called a photo essay? _____

sibling: a brother or a sister

Introduce the word *sibling* if the student does not know what it means. Discuss the student's brothers and sisters. Are they older or younger? How does the student help with younger siblings?

essay: an organized piece of writing telling what the author has found out and what the author thinks about a subject

In this essay, children and adults tell what it is like to have brothers and sisters or to be a brother or sister.



Read the first page to find out what is happening in Tori's family.

3. What is happening in Tori's family? _____

Read page 23 to find out how Juanita helps her mom.

4. Juanita helps by _____.

The student is reading for details in this selection. It may be necessary for the student to read the page once and then reread to find the answer to each question.

Read page 24 to find out some good things about being a twin.

5. Some good things about being a twin are _____
_____.

Read page 25 to find out how Trey's older brother feels about him.

6. Trey's older brother _____.

Read page 26. Find out what some adults say about their brothers or sisters.

7. One thing adults say is _____
_____.



Help the student read this paragraph if necessary. Explain punctuation marks.

punctuation marks:

symbols, like periods and commas, that help make the meaning clear when you read and write

Traffic Signs

You learned about **punctuation marks** in earlier grades. You probably remember that punctuation marks are like traffic signs for reading. Punctuation marks give you a clue about how the story should be read. They tell you when to stop and take a breath, when to slow down, and when someone is excited.

Periods, question marks, commas, quotation marks, exclamation marks, and apostrophes are punctuation marks that you will see when you read.

8. Write the punctuation mark next to its name.

period _____

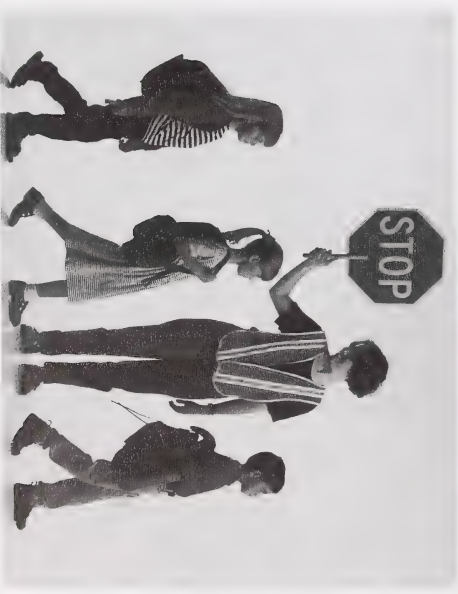
comma _____

exclamation mark _____

apostrophe _____

question mark _____

quotation marks _____



When you write, you need to use these marks too.
Using punctuation marks correctly helps the person
reading your work understand it.

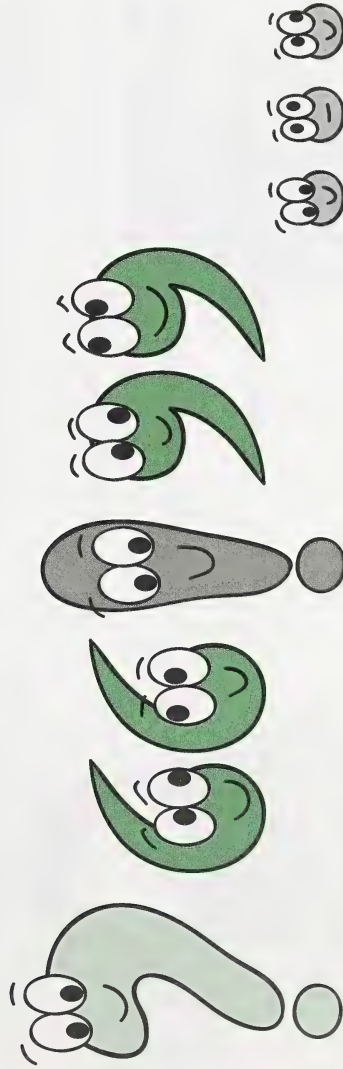
Read the following:

My sister is four years old she always wants me to
read to her I get tired of reading the same stories
over and over do your brothers and sisters ever
want you to do things like that

9. Was it hard to read? Yes No

Why? _____

I know what is missing
in this paragraph.



A period, question mark, or exclamation mark comes at the end of a sentence.
A sentence should tell a whole thought.

10. Is it a sentence? Put a check mark by the sentences that tell a whole thought.

- _____ The boy.
- _____ A brother is someone who helps you.
- _____ Her name is!
- _____ That toy belongs to my baby sister.
- _____ Is that your brother?
- _____ Can your sister?

So you see, a punctuation mark at the end of some words does not make a sentence complete. The words have to state a complete thought and end with a punctuation mark for the sentence to be complete.

A comma tells you to take a short pause as you read. Read the sentence below to your home instructor. Remember to pause at the comma.

My brother wants to play ball, but he doesn't know how.

Your student will read the sentence.
He or she should pause at the comma.

I know how to read a sentence that ends with a question mark.



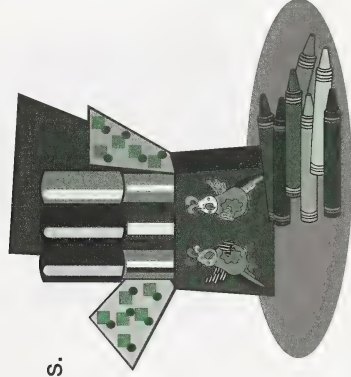
Spelling

Find your Spelling Pre-test from Day 10, Assignment 1. On the lines below, write any words you spelled incorrectly. Ask your home instructor to help you spell them correctly.

Your home instructor will help you choose three challenge words. Write them too.



Take out your felt markers or pencil crayons.



Monitor as your student completes this task. Be sure that the words are spelled correctly.

Help your student choose three challenge words to practise. Challenge words may be theme words, words that the student would like to learn, or words the student is spelling incorrectly in written work. See the Home Instructor's Guide for suggested words.

Check the student's work after he or she completes this activity. Be sure that the student has circled the consonants, not the vowels.

If none of the incorrect spelling words or challenge words have a soft c or g or a silent vowel, proceed to the next activity.



Look at the consonants in each word you wrote.

- Use red to circle the beginning consonant in each word.
- Use yellow to circle the middle consonant in each word.
- Use orange to circle the ending consonant in each word.

11. Write the words that have soft g or soft c sounds.

12. Write the words that end in a silent vowel.



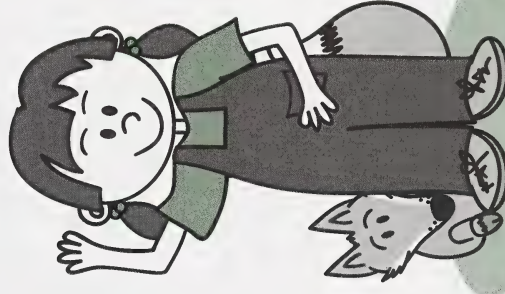
Phonics

There were a lot of different names in the story you read today. Sometimes names can be hard to read.

Think about the rule you learned about soft c and soft g. Tell your home instructor the rule.

Look at the names below. Think about the sound each g and c makes. Read each name aloud to your home instructor.

Vincent	Carrie	Gina
Cindy	Marcel	Carl
Colin	Cynthia	Ginger
Curtis	Cecil	Gwen
Cora	George	Abigail

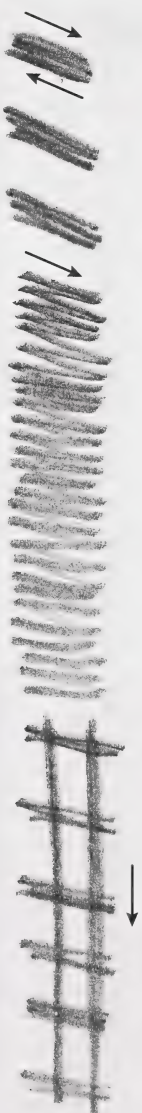


If your student does not remember the rule, go back to the Phonics book and read the rule at the top of page 15.

Your student will read each of the names to you. The student should apply the soft g and c rule as the names are read.

Handwriting

The push-and-pull exercise below will help you learn the slant stroke. You will need it to make many letters.



The student should trace over each up-and-down line three or four times with his or her finger to develop a flowing movement. Be sure the vertical lines are slanted, not straight up and down.

- Begin by tracing over the slanted lines with your finger. Start at the bottom of the line and go up and then down without lifting your pencil.
- Practise slanted lines and fences in the air with your finger. Start at the bottom of the line and go up and then down. To make fences, start at the left and go right.
- Practise making slanted lines and fences on the chalkboard or white board. Do at least ten of each. Remember to keep your up-and-down lines slanted, not straight up and down.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Discuss the questions with your student.

Explain that scientists observe animals by looking at them and describing them carefully. A scientist tries to use words that describe exactly what he or she sees.

observe: to watch or look at something to find out about it

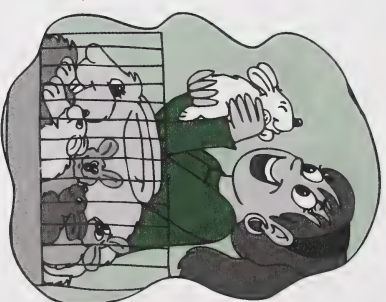
Mammals

On Day 11 you thought about how you grew. You drew your life cycle. Do you think the life cycle of other mammals is like yours? How do mammal mothers take care of their babies? Tell your home instructor what you think.

You have probably watched a mammal grow up. If you have dogs, cats, hamsters, gerbils, or rabbits for pets, you may know how they grow.

The baby animals grow inside their mothers. When they are born, they are very helpless. The mothers take care of them and feed them milk.

Have you **observed** or watched how a mother mammal cares for her babies?



13. Tell one way you have observed that mother mammals care for their babies.

Did you know that whales and dolphins are mammals?

14. What do you think whales and dolphins feed their babies when they are first born?

Other mammals go through the same stages as people. When mammals are very young, they get milk from their mothers.

As mammals grow older, they learn to eat what their parents eat. They learn by watching their parents and **imitating** them.

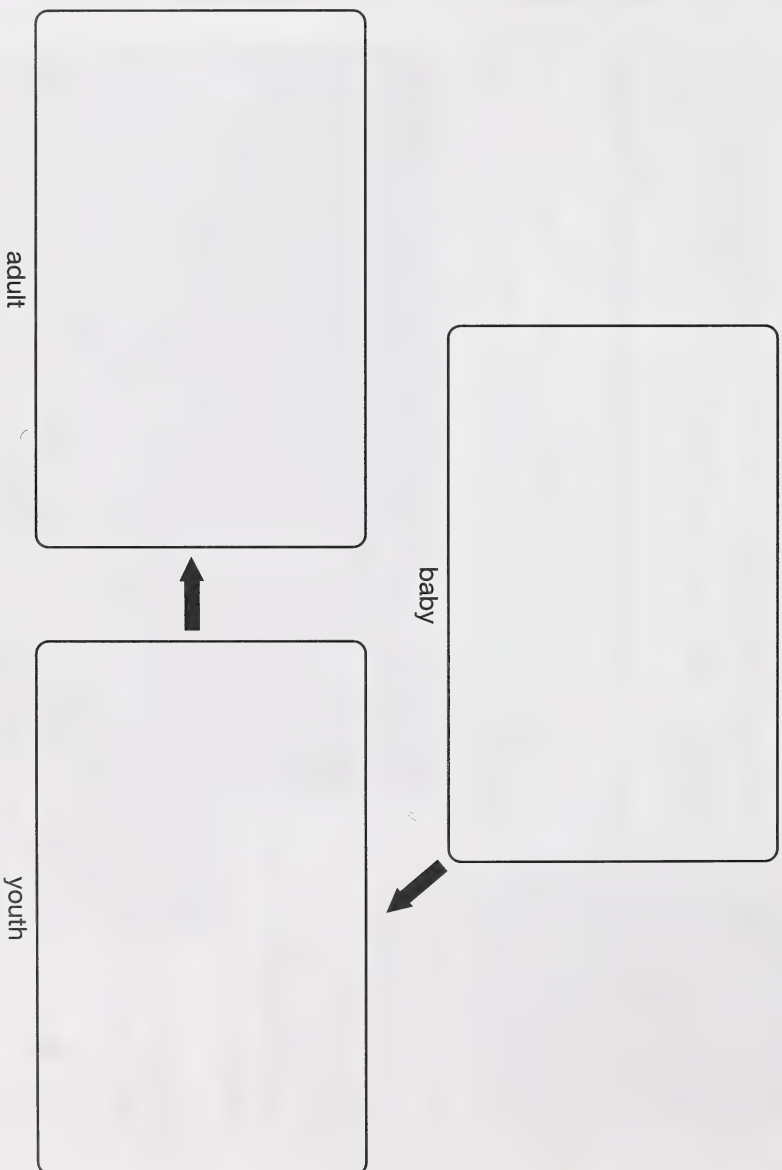
Finally, they become adults and raise babies of their own.



imitate: try to be like or act like; copy

If you have resource books dealing with the growth and development of mammals, look through them with your student. If not, have the student choose an animal that is familiar.

Choose your favourite mammal and draw the stages of its life cycle.



Animal Habitat

The **habitat** of an animal is its **environment** or the place where it lives. Different animals are **adapted** to different habitats.



Some animals are tame. When we keep animals as pets or farm animals, we provide a home and food for them.

15. Name at least three tame mammals. _____

Animals that live in the wild must find their own shelter and food. Most animals live close to their food supply. The animals may have special features that help them live in their habitat.

Explain *habitat* and *adapted*. For example, a polar bear is covered in heavy fur. Each hair is hollow to allow for greater insulation so the bear can survive in the extreme cold of a polar habitat.



environment: all the surrounding conditions that affect the growth and development of living things; the earth, air, and water as the home of living things

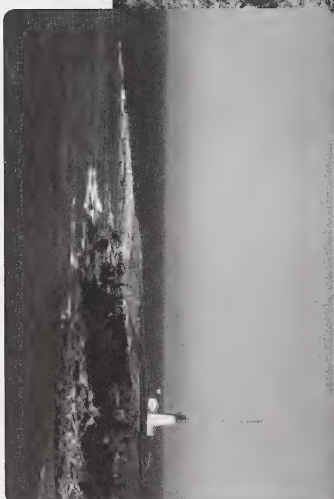
habitat: the place where an animal or plant lives

adapted: suited to live in a certain habitat

Forest



Ocean



Arctic



If you have any resource books about these animals or on the habitats of mammals, look through them with the student.

16. Think about the wild mammals below. Would the mammal live in the **forest**, the **ocean**, or the **Arctic**?

dolphin _____

deer _____

moose _____

wolf _____

killer whale _____

fox _____

polar bear _____

seal _____

Mammals live in many different types of habitats. You can find mammals in almost any habitat.

17. Write at least two mammals that live in each habitat.

jungle or rainforest _____

desert _____

grassland _____

pond _____

Story Time

Enjoy a story with your home instructor.

Looking Back

Did you learn anything new about mammals? What else would you like to learn about them?

Which activities did you enjoy today? Did you find anything difficult to do?



If necessary, brainstorm a list of mammals with the student and then think about where each one lives. Use any additional resources that you have to find information.

The student may respond to the questions or write about any topic that relates to the day's lessons.

Journal Entry

Glossary

adapted: suited to live in a certain habitat

environment: all the surrounding conditions that affect the growth and development of living things; the earth, air, and water as the home of living things

essay: an organized piece of writing telling what the author has found out and what the author thinks about a subject

habitat: the place where an animal or plant lives

imitate: try to be like or act like; copy

observe: to watch or look at something to find out about it

punctuation marks: symbols, like periods and commas, that help make the meaning clear when you read and write

sibling: a brother or a sister

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Day 13

Good or Bad?

You'll take another look at the essay "Brothers and Sisters." As you reread the essay, you'll explore the good and bad things about siblings.

You'll also think about community changes. Which changes were good for the community? Which changes were not good for the community?



Getting Started

On Day 12 you read an essay about brothers and sisters. The children discussed the things they liked and didn't like about having a brother or sister. Can you think of one good thing about having a sibling? Think of one bad thing too. Tell your home instructor.

“Brothers and Sisters”



Find page 22 in *Spreading My Wings*.



Module 1B: Changes

I have no siblings.
Sometimes I wish I
had a brother or sister.



As the student discusses the positive and negative things about siblings, discuss how there is a good side and a bad side to many things in life. Often, when people make big decisions, they think about the pros and cons before deciding.

Remind the student that a list is like taking notes. Only one or two important words need to be written, not a complete sentence. Compare it to a grocery list if you like.

The student may need to reread the story and stop each time he or she comes to a positive or negative comment. The comment can be added to the chart, and then the student can continue reading.

1. What did the children in the story say? Make a list of the good things and bad things about siblings.

Brothers and Sisters	
Good Things	Bad Things

2. Were there more good things or bad things? _____

3. Think about your own family. If you have brothers or sisters, write two things you like about having them and two things you don't like.

Brothers and Sisters	
Good Things	Bad Things

If your student does not have siblings, the student may ask the home instructor or another available person what they liked and didn't like about having a sibling and write about that instead.

If your student didn't notice the quotation marks, go back to the story and point them out.

quotation marks:

punctuation marks put around the exact words of a speaker
For example, "I never saw him before," said the woman.

Quotation Marks

4. Did you notice a lot of quotation marks in this story? _____
5. What do quotation marks tell you? _____

The author of "Brothers and Sisters" wrote down exactly what the children said. To show that the children were talking, she used quotation marks.



My little sister Latifa is fun. She makes me laugh.

If the author wrote about Kadeen, she would write the following: Kadeen says, "My little sister Latifa is fun. She makes me laugh."



Take out your crayons and markers.

6. Find the punctuation marks in the sentence about Kadeen.

- Put a red circle around the comma in the sentence.
- Put a blue circle around the quotation marks.
- Put an orange circle around the periods.

Did you notice how the quotation marks go before and after what Kadeen said?
Did you notice the period goes after the word *laugh* but before the quotation marks?



If the student needs more practice identifying quotation marks, look through the essay "Brothers and Sisters" and identify where the quotation marks are placed.

Only the words that were incorrect on the pre-test need to be practised today. Challenge words should be practised as well.

Spelling

It's time to practise your spelling words. Look back to the list of words you wrote on Day 12.

Use the look, cover, spell, and check method to practise the spelling words. If you have challenge words, practise them too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

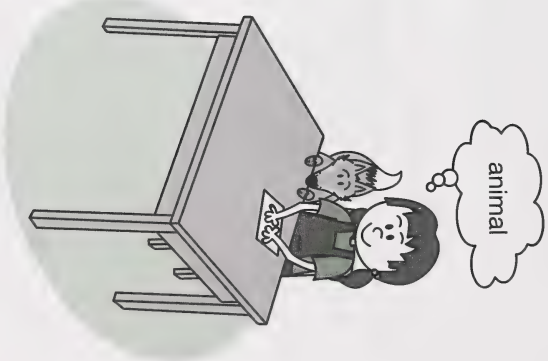
Spell: Try to write the word.

Check: See if you got it right or where you went wrong.



Go to page 18 of the Phonics book.

Use what you learned about punctuation and spelling to write the words in a journal entry. Try to use some of the words from your spelling list too.



Community Changes

You have studied many changes in your community. Do you think all of the changes were good for your community?



Read your T-chart from Day 11. It compared the community of the past to your community now. Think about which changes were good for your community. Were there some changes that did not improve your community? Talk to your home instructor about the changes. You will write about these things in your Assignment Booklet today.



Go to Assignment Booklet 1B. Do Assignment 3: Community Changes.

Module 1B: Changes

Your student may need some guidance in this activity. See the Home Instructor's Guide for discussion ideas.

Handwriting



Take out your interlined notebook or interlined paper.

Monitor your student to be sure that the interlined paper or notebook is being used.

Discuss and demonstrate appropriate posture. A footstool can be used to enable correct posture if the student cannot put his or her feet flat on the floor.

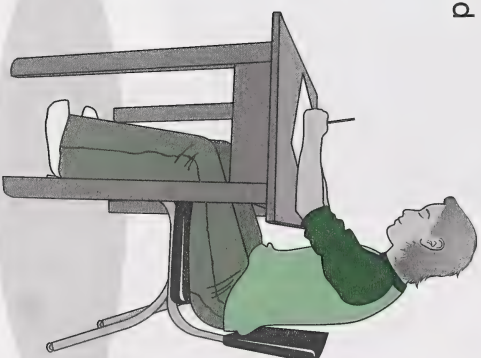
It is important to use good posture when you are handwriting.

Your feet should be flat on the floor. Your arms should rest comfortably on the desk or tabletop.

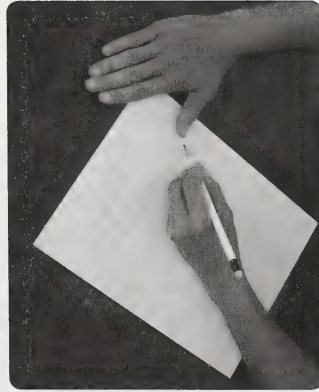
Your back and shoulders should be straight. As you write, your body should lean slightly forward.

7. When you are handwriting, your feet should be flat on the

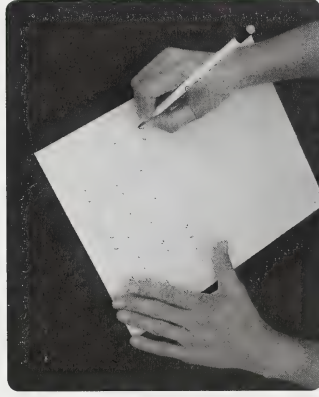
_____.



Your paper should be in front of you and slanted as shown in the photos.



left handed

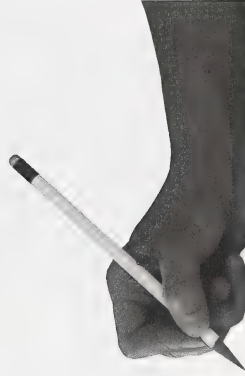


right handed

Your pencil should be held loosely between your thumb and forefinger. It should rest on the second finger. Hold it about 2 or 3 cm above the point.

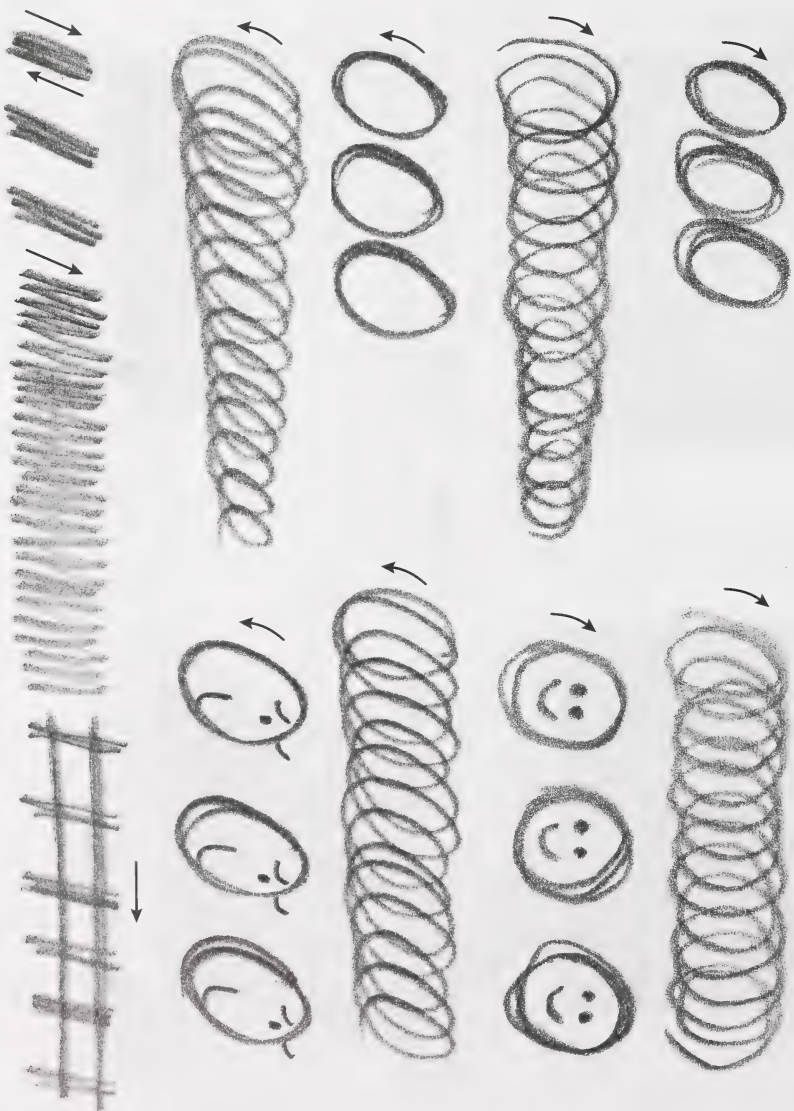


left handed



right handed

You are going to practise all of the strokes you have been working on. Do the exercises below in your notebook or on your paper. Try to keep the ovals and push-and-pull strokes within the solid lines on your paper.



Get ready to do your handwriting exercises. Sit in your chair. Show your home instructor good posture. Put your paper in the slanted position. Have fun practising!

Monitor the student for proper placement of the paper or notebook and pencil position.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.



Discuss what your student knows about birds. Think about a familiar bird, such as a chicken or pet budgie, if necessary. If possible, allow the student to observe a live bird.

warm-blooded: having warm blood that stays about the same temperature regardless of the surrounding air or water
Mammals and birds are warm-blooded.

Birds

Over the last few days, you have learned about how mammals grow and change. What do you know about birds?

8. Birds are covered in _____.
9. Birds have _____ legs and _____ wings.

Birds, like mammals, are **warm-blooded**. That means that the animals use the energy from food to heat their whole bodies. Their bodies always stay at the same temperature. Human body temperature is always about 37° Celsius.



Adaptations

Birds have special adaptations that help them to survive.

10. Birds have feathers and wings. This allows most birds to _____.

A bird's feathers help keep it warm too. Feathers work the same as fur or hair on a mammal.

Birds have other adaptations to help them survive. This owl has very large eyes to help it hunt at night.



Remind the student that adaptations are special features that animals have developed to help them get food or live in a certain habitat.

If you have a pet bird or access to farm birds, allow the student to observe them. Discuss questions such as How do they use their beaks? How are their beaks suited to their diet? How would their beaks help them survive?

Have you ever looked at birds' beaks? The beaks are shaped to help the birds catch or eat food.

Look at the shape of the duck's beak. It is large and flat. It is made in a special way so that the duck can strain plants from the water.



Look at the woodpecker's beak. It's sharp and strong. It is used to peck holes in trees to eat the insects that live under the bark.

Some birds have short, thick beaks for cracking seeds. Birds that hunt small animals for food have sharp, hooked beaks for catching and eating their food.



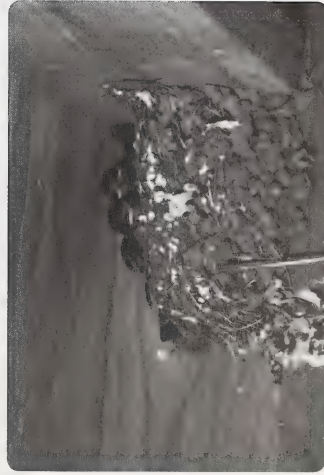
Life Cycle

What is the life cycle of a bird?

An adult bird lays eggs. Many birds build a special nest and sit on the eggs to keep them warm. Baby birds grow inside the eggs.



Check any reference materials you have for pictures of birds in the egg, chick, or adult stage.

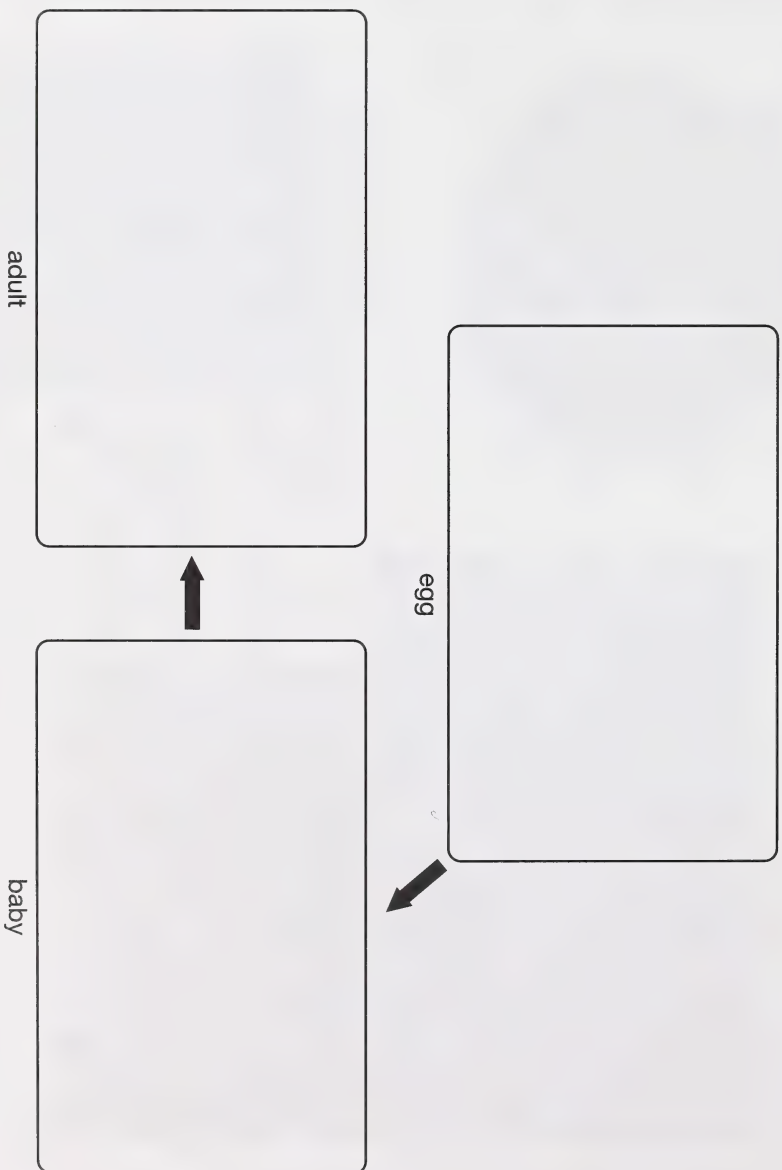


When the babies are ready, they peck their way through the shells with a special egg tooth. The babies are small and covered in fluff. Adult birds bring them food.

As the babies get larger, they grow real feathers and learn to fly. They learn to find their own food too.

Your student may refer to resource materials or draw the life cycle of a bird with which he or she is familiar.

Choose your favourite bird and draw the stages of its life cycle.



You are going to answer some questions about birds in your Assignment Booklet.



Go to Assignment Booklet 1B. Do Assignment 4: Bird Adaptations.

Story Time

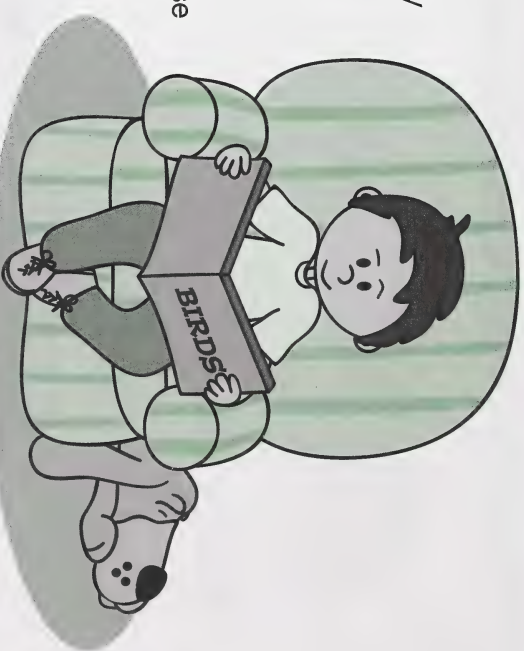
Enjoy a story with your home instructor.



Looking Back

Were the changes in your community mostly good? What change do you think was most important in making your community the way it is today?

How are you doing with your punctuation? Do you remember to use periods and question marks? Have you tried using quotation marks yet?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Your student may want to comment on new facts he or she learned about birds.

Glossary

quotation marks: punctuation marks put around the exact words of a speaker

warm-blooded: having warm blood that stays about the same temperature regardless of the surrounding air or water
Mammals and birds are warm-blooded.

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Day 14

Our Home Is the Sea

Have you ever visited a sea or ocean? Would you like to?

Read about a boy who loves the sea and learn more about an animal group in today's activities.



Getting Started

What do you think it would be like to live by the ocean or sea? What would you like to do if you lived by the sea? Tell your home instructor.

“Our Home Is the Sea”



Take out *Spreading My Wings*.



Discuss what it would be like to live near the ocean. What experiences does your student have with life near the sea?

Look at the Contents page. Find the story “Our Home Is the Sea.”

1. What page is the story on? _____

Turn to the first page of the story. Look at the pictures from the story. Think about where this story might take place.

Make a prediction about the setting of this story. Do you think it happens in Canada or in another country?

2. I think this story takes place _____.

Read the story all the way through. Look for clues about the setting of the story as you read.

If your student has difficulty reading silently, choose another reading method. The student should read the story all the way through, stopping only if he or she has a question or needs help.

Discuss what happened when the student came to the unfamiliar words. Did he or she stop and ask you the meaning, look it up in a dictionary, or keep reading?

If necessary, read the sentences aloud to the student and discuss possible meanings. Reread to see if the student's idea makes sense in the sentence. See the Home Instructor's Guide for further information.

3. Where does the story take place? _____
4. Was your prediction correct? _____

As you read this story, you probably found several words that you have not seen before. This sometimes happens when you are reading.

5. Write two new words you found in the story.

6. What did you do when you came to these new words?

It is often possible to guess at the meaning of a word by the way that it is used in a sentence. Find the word Amahs on page 17. Read the sentence before it. Read the sentence that begins with Amahs.

7. What do you think Amahs are? _____

Pictures can help you too. Find the word ginkgo on page 18. Read the sentence. Look at the picture.

8. What do you think a ginkgo tree is like? _____

Find the word sampan on page 19. Read the sentence and the next sentence too.

9. What do you think a sampan is? _____

Find the word congee on page 19. Read the sentence and look at the picture.

10. What do you think congee is? _____

Read the story again. Try to learn all you can about the boy who is the main character in this story.

11. Does he like going to school? _____

12. How does he travel from school? _____

13. Would he like to live in a tall house? _____

14. How does the boy wish to be like a peacock? _____

15. How does he get to his home from the wharf?

16. What does he want to be when he grows up?

It is important that the student realize that the author may expect the reader to draw conclusions based on hints given in the story. The reader must often infer or predict what characters are thinking or feeling based on the clues that the author has given.

Sometimes you can answer questions about the story by reading exactly what the author has written. Sometimes you have to “read between the lines” and try to think about things that the author doesn’t say.

Near the end of the story, the boy’s mom calls out to his dad. She says that the boy will be a schoolteacher some day. The boy and his father look at each other, but don’t say a word.

17. What do you suppose the boy and the father are thinking?



Spelling

It's time to practise your spelling words again. Today you are going to write all the words from the pre-test in alphabetical order.

The words are

cycle animal change page circle pencil

Do you remember how to write words in alphabetical order? Say the alphabet to yourself. What is the first letter?

18. Do any of the words begin with a? _____

- That word will come first. Write it on the next page.
 - Now go on to the next letter. Is there a word that begins with b?
 - The next letter is c. There are three words that begin with c. You will have to look at the second letter in each word to decide which word comes next.
- cycle change circle
- Which letter comes first in the alphabet y, h, or i?
 - The word change will come next, then circle, then cycle.
 - Keep going until you have written all the words.

Your student may be familiar with alphabetizing words.

The student can write the words in alphabetical order from the top line down.

If your student had trouble alphabetizing to the second letter, guide him or her through the process. If necessary, do a few more examples on the chalkboard or a piece of paper.

19. Read through the steps and write your spelling words in alphabetical order.



Putting words in alphabetical order using the second letter takes concentration.

Handwriting

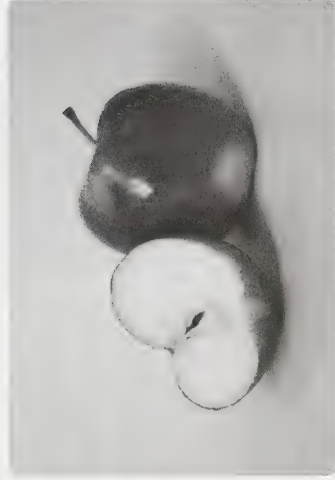
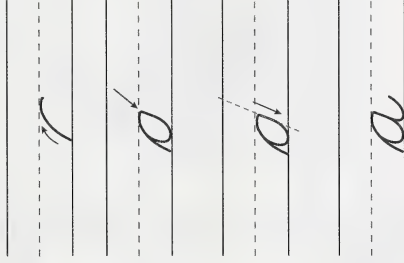
Are you ready to start practising your first letter? You'll learn how to write a today.

Practise making some right ovals in the air with your finger. Make some slant strokes in the air too. You will use both of these strokes to write the letter a.



The letter a begins with an overstroke, just like you would start an oval from the bottom up.

- The first stroke overturns a little.
- Then you change direction and come back around to make an oval. The gap is closed at the top.
- Next comes a downstroke. It must have the correct slant.
- Add a little tail with an understroke. The tail ends at about half the height of the letter.



A is for apple.

Show the student how to form the lower case *a* on the chalkboard. Be sure to use the same strokes and steps as shown in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

After you demonstrate how to form a letter, ask the student to try writing the letter on the chalkboard. It is not necessary for the student to use lines when practising on the chalkboard. Monitor the student and be sure he or she is forming the letter correctly and chanting the strokes.

Now you'll try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the steps below.



over, around, and up,
downstroke, and swing

Keep practising until you can make a very good *a* in handwriting.



Take out your interlined notebook or interlined paper.

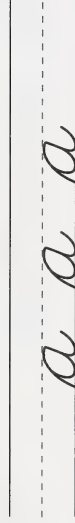
Get ready to try some a's on your paper.

- Use good posture.
- Keep your feet flat on the floor.
- Slant your paper or notebook.
- Hold your pencil correctly.



If necessary, look back to the handwriting lesson on Day 13 to review hand and pencil positions.

Notice the spacing of the letter a. It reaches to the dotted line only.



If your student finds it too difficult to use the lines, continue to practise on the chalkboard or whiteboard only.

Practise at least two rows of a's on your paper or in your notebook. Try chanting the strokes as you write.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

My Habitat Is the Sea

There is one animal group that lives only in water.

20. Which animal group lives in water? _____

Think about what you know about this animal group.

21. What is its body covering? _____

22. Is it warm-blooded or cold-blooded? _____

The student can look through any reference material that you have gathered. If you or anyone you know has an aquarium, observe the fish. Discuss physical characteristics and how they are cared for.

23. What special adaptations does it have so it can live in the water?

You are going to paint three different habitats. After you are done painting, you will have some fun sorting your animal cards again.



Take out three pieces of poster-size paper and your watercolour paints.
Take out your envelope of animal cards from Day 10 too.

- Paint one picture that shows the sea and the shore.
- Paint one picture that shows land. If you like, you can make areas with forest, desert, and grassland.
- Paint one picture of the air. Put blue sky and clouds in your picture.

When your paintings are dry, look at the animal cards. Put each animal into the habitat where it spends most of its time.

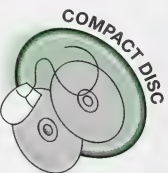
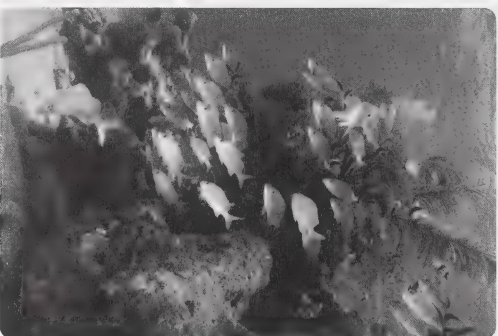
24. Which animals could be placed in more than one habitat?

The student will discover that many animals spend time in more than one habitat. Discuss why.

It may be possible for your student to observe the stages of life at a pet shop that sells tropical fish. If not, discuss the fact that fish lay eggs. The parents do not take care of the eggs or the hatchlings.

The Life Cycle of Fish

How do fish grow and change? Tell your home instructor what you know about fish.

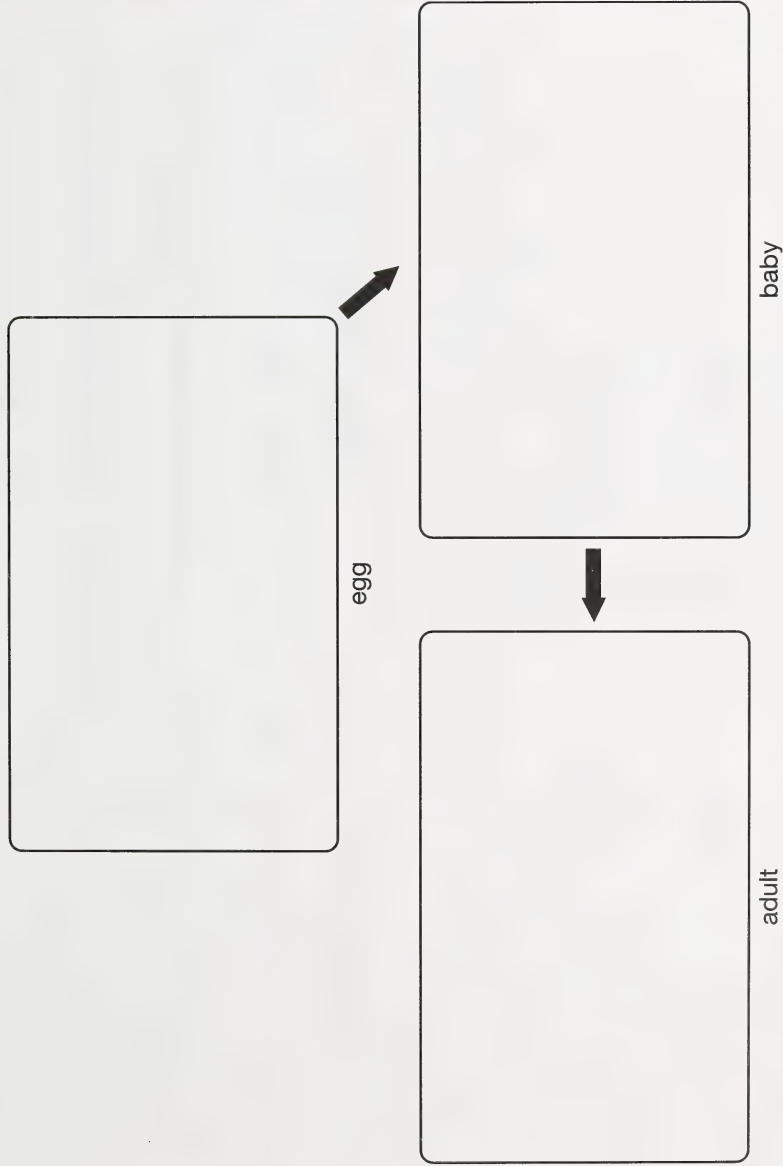


Go to your *Grade Three Thematic Multimedia* CD and find *Salmon Life Cycle*. Work through "Return to the River,"¹ a story about the life cycle of salmon. Use the "Types of Salmon"² chart to identify the different kinds of Pacific salmon.

¹ Author: Province of B.C./Haig-Brown House, Haig-Brown Kingfisher Creek Society, and Campbell River Museum. Funded by Industry Canada, 1997/1998.

² "Types of Salmon" Seattle 1999–2005 JobMonkey Inc., <http://www.JobMonkey.com>. Used by permission.

Choose your favourite fish and draw the stages of its life cycle.



25. Do the adult fish take care of the eggs or babies? _____

26. How do you think the baby fish survive? _____

Comparing Animal Groups

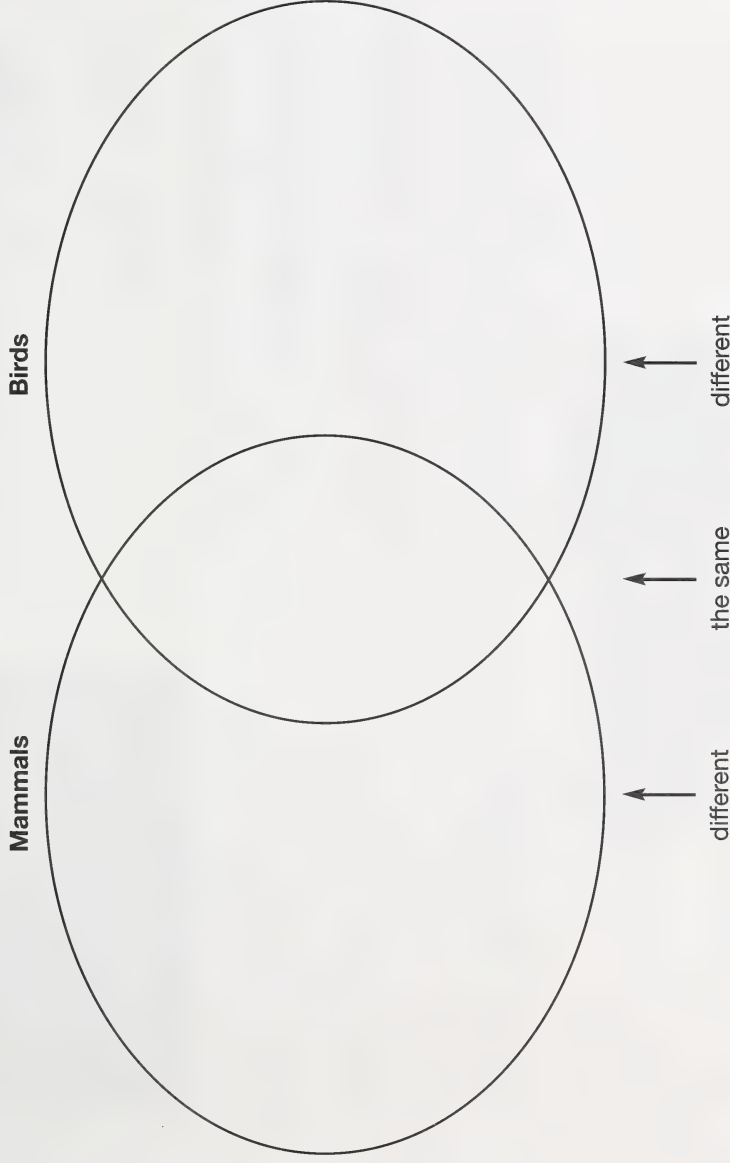
You have learned a lot about animals already. You studied mammals, birds, and fish.

Think about the characteristics of **mammals** and **birds**. Make a T-chart.

How are they alike?	How are they different?

Ask the student to write in the ways mammals and birds are similar and different. Say, "Think about body coverings, care of young, number of legs, and habitat. Are they warm- or cold-blooded?"

Have you ever used a Venn diagram to compare how things are the same and different? Put the information from the T-chart into the right space in the Venn diagram.



A Venn diagram can help you see at a glance how things are the same and different. Now try another one in your Assignment Booklet.

Show your student how to transfer the information from the T-chart onto a Venn diagram. Mammal characteristics that are different from birds' go in the outer part of the left circle. Bird characteristics that are different from mammals' go in the outer part of the right circle. Characteristics that are the same go in the intersecting part of the circle. Refer to the Home Instructor's Guide for more information.

The student will compare the characteristics of birds and fish in the Assignment Booklet.



Go to Assignment Booklet 1B.
Do Assignment 5: Venn Diagram.

Story Time

Enjoy a story with your home instructor.



Looking Back

Did you enjoy the story "Our Home Is the Sea"? Do you think the young boy will grow up to be a teacher or a fisherman?

What did you learn about fish today? Is there anything else you'd like to find out about fish? Have you ever gone fishing? Have you ever caught a fish?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

If the student is interested in finding out more about a specific type of fish, encourage him or her to do some extra research and perhaps draw a poster and write a few sentences about the animal in today's journal entry. Many children find sharks very interesting.

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Day 15

Land and Water

Today you are going to practise reading a story aloud. When you are ready, you will record the story to send to your teacher.

You'll learn about another animal group today too. This animal group lives only in the water when it is young. When it is an adult, it can live on land. Can you guess which animal group you'll study?



Getting Started

On Day 14 you read a story about a boy who lived near the sea. Did you notice the information about the author at the end of the story? Do you have a favourite author? Tell your home instructor.

“Our Home Is the Sea”



Take out *Spreading My Wings*.



Read the information about the author at the bottom of page 20.

1. The author's name is _____.
2. She likes to design _____.

In this story, Riki Levinson does not tell you exactly what the characters are feeling. She lets you read the story and make up your own mind about the characters. She tells the story in a calm and quiet way.

Discuss the student's favourite author. If the student does not have a favourite author, discuss some of the books he or she has really enjoyed lately. Are there other books by the same author that the student would like to read?

If the student is not familiar with the word *illustrator*, explain it.

illustrator: the person who creates the pictures for books and stories

Discuss the mood created by the subdued colours that the illustrator used. Help the student understand that the author and illustrator work together to create a mood for the story.

Look back to page 16. Read the title.

3. Who made the pictures for this story? _____

4. What do you think the **illustrator** used to make the pictures for the story?

watercolour paints

felt pens

oil paints

crayons



5. What do you notice about the colours she used?

6. How do these colours make you feel?

On Day 14 you read to find out the meaning of some new words and you read to find out about the character. Today you thought about the author and the illustrator and the kind of **mood** they created for the story. All of these things help you understand the story.

You are going to read this story one more time. You will read it aloud and record it for your teacher. Think about the mood the author and illustrator created. Use the punctuation marks to help you read with expression. When you are ready, tell your teacher your name and the date; then record the story. Read the story aloud as clearly as you can.



When you are finished reading, your home instructor will ask you some questions about the story. Record your answers for your teacher.

mood: the feeling you have as you read a story

The student may want to practise reading the story aloud before recording it.

After reading the story, the student will record some answers to questions that you will ask. Find the questions in the Home Instructor's Guide.

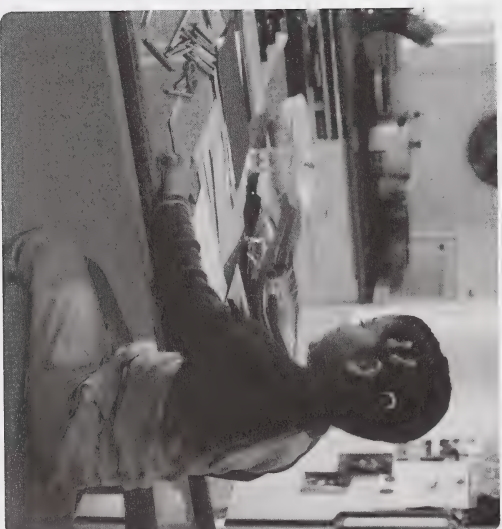
The student has probably learned about warm and cool colours in earlier grades.

background: the back part of a picture or the part that looks furthest away from the person looking at it

Be an Illustrator

You looked at the illustrations in the story and thought about the mood that the author and illustrator created in the story. Now you will have a chance to create another illustration for the story.

Look at the picture on page 20 in the story "Our Home Is the Sea." Notice how the illustrator uses reds, yellows, and oranges in the **background** of the picture. These are called warm colours. You also see a dark outline of the boat. You cannot see many details of the boat, but the shape of the boat is clear.



An illustrator uses warm colours to make you feel warm and cosy or to show you it is a hot, hazy day.

7. What are the cool colours? _____
8. How do cool colours make you feel? _____



Take out your watercolour paints and a sheet of unlined paper.

You are going to paint a background and then draw some pictures to make an illustration for the story. Think about the story. Pick a part you liked. Imagine the scene in your mind. Don't use a picture that the illustrator used.

- Make a background using two or three colours. The colours may be warm or cool. You could show the sea and hills or a town scene.
- While your background colours are drying, draw and cut shapes of two or three things that are in the front or **foreground** of the picture.
- Then, paste these shapes on your picture. Be ready to tell your home instructor about what part of the story your picture is about.
- When your picture is dry, hang it up where others can see it.



Call the student's attention to the way the illustrator used one or two simple objects in the foreground of this illustration to help tell the story. The student should understand that details are not important but the shape is.

foreground: the part of a picture that looks nearest to the person looking at it; the front part of a picture

Ask the student what part of the story he or she has illustrated.

Phonics



Turn to your Phonics book. You will make and read a booklet today.

Remove page 19 from your Phonics book. Fold the page to make the little booklet. Read the story about the block party. Remember what you learned about the soft g and soft c sounds.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



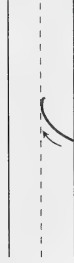
Handwriting

Are you ready to practise another letter? You'll learn how to write o today.

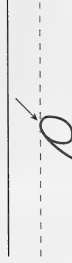
Practise making some right ovals on the chalkboard. Then practise making some left faces. Don't forget the short swing strokes that make the eyebrows on the left oval faces. You will use both of these strokes to write the letter o.



- The letter o begins with an overstroke, just like you would start an a.



- Then you change direction and come back around to make an oval. The gap is closed at the top.



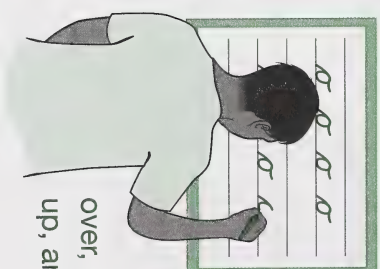
- The tail swings away with a slight dip.



Show the student how to form the lowercase *o* on the chalkboard. Be sure to use the same strokes and steps as in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Now try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the steps shown to the right.

Keep practising until you can make a very good *o* in handwriting.



over, around, and
up, and swing



Take out your interlined
notebook or interlined paper.

Get ready to try some *o*'s on your paper.

- Use good posture.
- Keep your feet flat on the floor.
- Slant your paper or notebook.
- Hold your pencil correctly.

Notice the spacing of the letter *o*. It reaches to the dotted line only.



If necessary, look back to the handwriting lesson on Day 13 to review posture.

If your student finds it too difficult to use the lined paper, continue to practise on the chalkboard or whiteboard only.

Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Amphibians

What do you know about **amphibians**? Have you ever watched a frog, toad, or salamander? Tell your home instructor some characteristics of amphibians.



Your student should be able to recall the characteristics of amphibians.

amphibian: an animal that lives both in the water and on land

9. Did you know that amphibians live on land and in the water? _____

10. What type of body covering do amphibians have? _____

11. Are amphibians warm-blooded or cold-blooded? _____

If possible, allow the student to observe a live amphibian. Pet stores or zoos may have salamanders or exotic frogs.

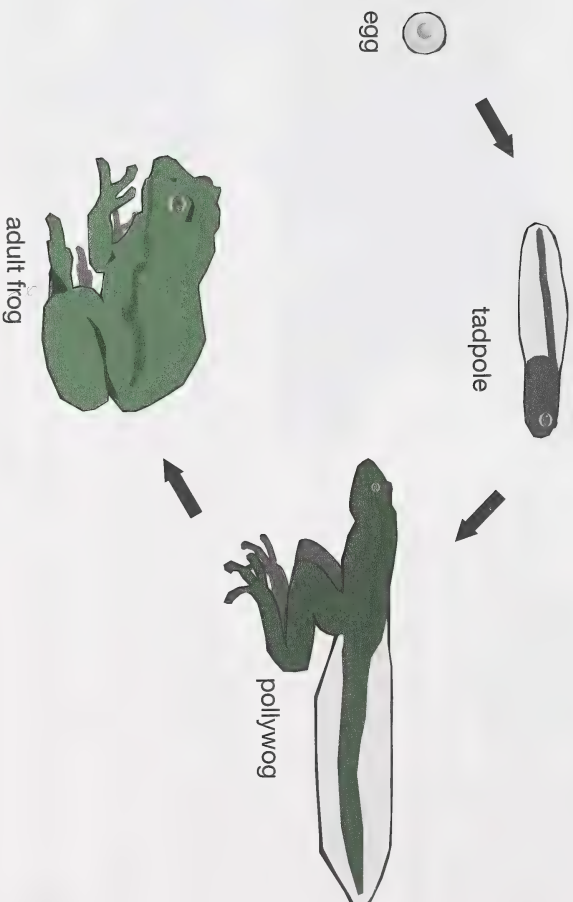
If you have any reference materials dealing with amphibians, allow your student to look through them to review the characteristics.

Discuss why the student thinks amphibians would be found in the habitats that were chosen.

12. Amphibians must keep their skin moist. When they are adults, they breathe air. In which habitats do you think you would find adult amphibians?

deserts ponds rain forests Arctic

The Life Cycle of Amphibians



13. How many stages are there in the life cycle of a frog? _____

Draw a small picture for each of the stages.

Frogs begin their life in water as eggs. An adult female frog lays the eggs.

The eggs hatch into tiny tadpoles. A tadpole looks like a tiny ball with a long fish tail. Tadpoles breathe through gills like fish do. Tadpoles eat plants in the water.

In the next stage, legs begin to grow from the body. Lungs begin to grow inside the pollywog. The tail begins to disappear.

When the legs are strong enough, the frog crawls out of the water and begins to breathe, using its lungs. It can no longer breathe underwater. Adult frogs catch insects with their long, sticky tongues.

The student may refer back to the previous page to draw the stages or check any reference material you may have gathered.

Help the student divide *metamorphosis* into smaller parts to pronounce and read it. Explain the term to the student.

metamorphosis: the change in form that certain creatures go through as they develop into adults

Amphibians are the only animals with backbones that go through a complete change after hatching. This change in their life cycle is called **metamorphosis**.

14. What changes happen to the tadpole before it becomes a frog?

The adult frog must go back to the water to begin the life cycle again.

15. Why does the frog have to go back into the water?

I caught some tadpoles when we were at the lake. I let them go when we were leaving. They need lake water to survive.



If you have reference materials about frogs, encourage the student to research the special adaptations of frogs. Computer programs or Internet sites may also provide information on frog adaptations.



green frog



tree frog



bull frog

Look at the pictures of different frogs. Think about their special adaptations.

16. Name some adaptations that help frogs survive.



Go to Assignment Booklet 1B. Do Assignment 6: Life Cycle of a Salamander.

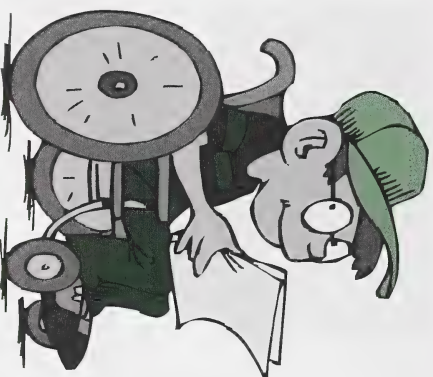


Story Time

Enjoy a story with your home instructor.

Looking Back

You discussed authors and illustrators, read aloud, and learned about amphibians. What were your favourite activities today? Did you learn anything new?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lesson.

Glossary

amphibian: an animal that lives both in water and on land

background: the back part of a picture or the part of a picture that looks furthest away from the person looking at it

foreground: the part of a picture that looks nearest to the person looking at it; the front part of a picture

illustrator: the person who creates the pictures for books and stories

metamorphosis: the change in form that certain creatures go through as they develop into adults

mood: the feeling you have as you read a story

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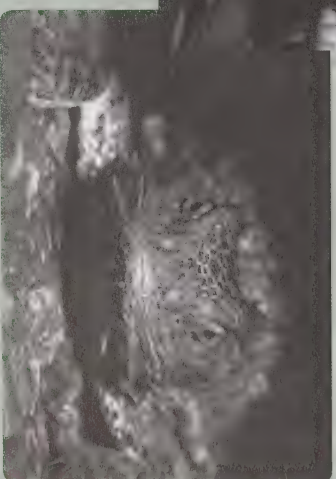
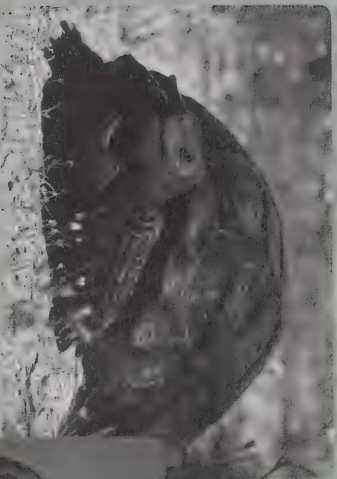
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Day 16

Roses and Reptiles

What do you remember about reptiles? Learn more about their life cycle and characteristics as you work through today's activities.

You'll read a new story called "Roses for Gita." On Days 14 and 15, you studied a story about a boy who loves the sea. What do you think Gita loves?



Getting Started

Do you remember Ivan and all the trouble he went to because he found it hard to make friends? In today's story you'll meet another child who has moved far from her home. She makes a new friend in a surprising way.

Think about the friends that you have. Do you have adult friends as well as friends who are children? How did you meet them? How did you become friends? Tell your home instructor.

"Roses for Gita"



Take out *Spreading My Wings*.

I met Kadeen at school.
Now we are friends.



Look at the Contents page. Find the story "Roses for Gita." Turn to that page.

Read page 27 to find out about the main character and what she is doing.

1. What is Gita making? _____
2. Why is she making it? _____

Discuss the questions with the student. Share ways you have met and become friends with people.

If this story is too difficult for your student to read independently, read the story together, take turns reading parts, or read it orally.

If you have a globe, help the student find India.

Encourage the student to reread as necessary to answer the questions.

3. Who is Naniji? _____

Read page 28.

4. Where does Gita's grandmother live? _____

5. Why do you think that Gita wants a rose bush? _____

6. Why did Mommy usually say "tomorrow" to things that Gita wanted to do with her? _____

Read page 29.

7. What did Gita imagine as she squinted through her eyelashes? _____

8. How do you think Gita feels about her grandmother being so far away? _____

Read to the end of the story.



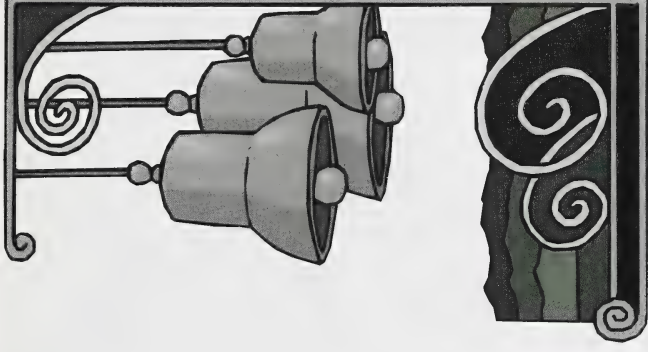
9. What happened between Gita and Mr. Flinch?

10. Gita's kindness helped her make a new friend.
What were two kind things she did for Mr. Flinch?

Did you like this story? Think about what you liked or disliked about it. You will tell your teacher your thoughts in your Assignment Booklet.



Go to Assignment Booklet 1B. Do Assignment 7: My Opinion.



The student can add words to the Writing Dictionary at any time. If the student has trouble spelling a common word, suggest it be added to the dictionary. Make sure the word is spelled correctly in the Writing Dictionary.

Spelling

Take out your Writing Dictionary. Write all of your spelling words in your Writing Dictionary. Look at the first letter of each word. Print the word on the page labelled with that letter in your dictionary.

Your spelling words are

cycle animal change page circle pencil

Add any challenge words you have chosen. Remember, you can add words to your Writing Dictionary any time. Words that you use often and have trouble spelling should go into your Writing Dictionary. Ask your home instructor to help you spell them correctly.



I chose mammal, reptile, and amphibian as challenge words. What words did you choose?

Dictionaries are handy to help you spell words. Take out your junior dictionary.

On Day 14 you put the spelling words in alphabetical order. You learned how to look at the second letter of a word to help put it in alphabetical order.

You know that the words in a dictionary are organized by alphabetical order. You often need to look at the second, third, or even fourth letter of the word to find it in a dictionary.



Most dictionaries have words printed at the top of the page. These words are called **guide words**. The guide words tell you the first and last words on that page. All the other words will be in alphabetical order between the guide words.

guide words: the two words at the top of a dictionary page that tell you the first and last words on the page

The student may not be familiar with guide words. Show the student how they are used to help locate a word.

Help the student locate the guide words, if necessary.

Look at your dictionary.

11. What are the guide words on the first A page?

12. What are two words that come between the guide words?

You can use guide words to help you look up a word.

am	apple
am	to be I am a child.
amble	go with an easy slow pace
amount	the quantity

The guide words on this dictionary page are am and apple.

13. Would you find the word animal on this page? _____

Tell the student to think about the second letter in these words. Ask, "What letters come between *m* and *p*?" The second letter of *animal* is *n*. "Does *n* come between *m* and *p*?"

clown	coin
clown	a jester or entertainer in a circus
club	a heavy stick
coat	an outer garment

The guide words on this dictionary page are clown and coin.

14. Would you find the word circle on this page? _____

Play a game with your home instructor.



Do several more examples from the dictionary your student is using. Write two guide words on the chalkboard and have your student tell you if a word will appear between the guide words. Give the student a chance to check the dictionary to see if he or she is correct.

Handwriting

You'll learn how to write d today.

Practise making some right ovals in the air. Make some slant strokes in the air too. You will use both of these strokes to write the letter d.



The letter d begins with an overstroke, just like you would start an a or o.

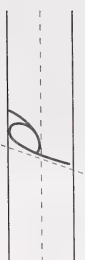
- Start with the same overstroke you used to write a and o.



- Then, you change direction and come back around and up. Close the gap as you do the upstroke.



- The upstroke has the correct slant.



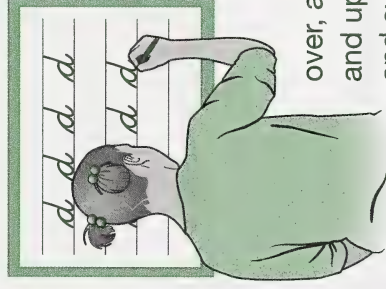
- Next comes a downstroke. It traces over the upstroke. The downstroke has the correct slant.



- Add a little tail with an understroke. The tail swings halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the steps below.



over, around
and up, down,
and swing

Keep practising until you can make a very good d in handwriting.

Show the student how to form the lower case *d* on the chalkboard. Be sure to use the same strokes and steps as the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Check the student's posture, paper position, and pencil grip.

If your student finds it too difficult to use the lines, continue to practise on the chalkboard or whiteboard only.



Take out your interlined notebook or interlined paper.

Get ready to try some d's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter d sits on the lines. It reaches to the solid line at the top, and the oval reaches the interline.



Practise at least two rows of d's on your paper or in your notebook. Try chanting the strokes as you write.



Go to Assignment Booklet 1B. Do Assignment 8: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Your student will try to recall the names of three reptiles.

If you have any resource materials dealing with reptiles, allow the student to look through them.

The student may refer back to the chart from Day 10, reference books, computer programs, or Internet sites.

Reptiles

Can you name three reptiles? Tell your home instructor.



Take out your Animal Cards from Day 10.

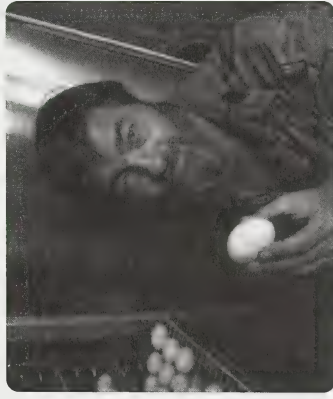
Look through your cards. Try to find all the reptiles.

15. Write the names of the reptiles you found.

16. Write some characteristics of reptiles.



Look at the life cycle of a crocodile.



egg



baby



adult

17. How many stages does a crocodile go through? _____

Most reptiles do not take care of their babies. The eggs are left to hatch on their own, and the babies must find their own food.

18. Can you predict what the life cycle of a snake would be? Draw the stages below.

19. How is the life cycle of a reptile different from that of an amphibian?

20. What are some other differences between reptiles and amphibians?

Making Predictions



21. You can use what you know about animal groups to predict many things. Look at the chart below. Use what you know to complete the chart.

Animal	Animal Group	Warm- or Cold-Blooded	Body Covering	Vertebrate or Invertebrate	Eggs or Born Alive	Care of Young
raccoon	mammal					
eagle	bird					
shark	fish					
turtle	reptile					
newt	amphibian					

Encourage the student to use a variety of sources. At least two different sources should be consulted.

Animal Research

Choose an animal that you are interested in.

Use non-fiction books, computer programs, Internet sites, or nature videos to help you complete a fact table about your animal.



Go to Assignment Booklet 1B.
Do Assignment 9: Fact Table.

Story Time

Enjoy a story with your home instructor.



Looking Back

You read a story, worked on dictionary skills, and learned about reptiles. You also did some research on animals. How did your research go? Did you find enough information?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

guide words: two words at the top of a dictionary page that tell you the first and last word on the page

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The day begins with a discussion about words that describe feelings. You'll reread the story "Roses for Gita" and think about Gita's feelings.

How do you feel about bugs? Today you will study the life cycles of insects.



Getting Started

A few days ago, you read a photo essay about brothers and sisters. The children in that story told you how they felt about having brothers and sisters. The photographs also showed you exactly how the children were feeling.



Take out *Spreading My Wings*.

Find "Brothers and Sisters" on the Contents page. Turn to that selection.

Look at the children's faces in each of the photographs. Tell your home instructor how you think each person is feeling. Your home instructor will write down the feeling words as you say them.

Can you think of some other feeling words? Brainstorm as many words as you can and add them to the list your home instructor is making.

The student will look at the photographs and tell you what feelings the children's faces show. Make a list of the feeling words on the chalkboard or a piece of paper.

Add any other feeling words your student can think of to the list. You may suggest other words that the student had not thought of and add them to the list. See the Home Instructor's Guide for suggestions.



I'm feeling very sad.

“Roses for Gita”

It's easy to tell what the children in “Brothers and Sisters” are feeling because we can see their faces.

How do you know what Gita is feeling in the story “Roses for Gita”? The pictures tell you some things about Gita's feelings, but the story tells you even more. You can learn a lot about Gita's feelings by her actions.

Turn to page 27 in your reader.

Reread this story. Think about how Gita is feeling. The author gives you clues by telling you what Gita does.

1. On page 28, Gita looks anxiously at the papers her mom has scattered on the table. How do you think she is feeling about her mom and her mom's work?

2. On page 30, the author said Gita's heart was hammering. How do you think she was feeling?

3. A bit farther down the page, Gita sticks out her tongue. What do you think she is feeling now?



Encourage the student to refer back to the list of words you brainstormed earlier. The student may continue to add words to the list.

Continue reading the story. Think about what Gita does and what it tells you about her and her feelings.

In the story “Roses for Gita,” the author lets you discover Gita’s feelings by thinking about her actions. In your Assignment Booklet, you will read about Gita’s actions and write about how you think she is feeling. Use the list you brainstormed earlier today to help you think of words for feelings.



Go to Assignment Booklet 1B. Do Assignment 10: Actions and Feelings.

Spelling

On Day 18 you will have a spelling test. Today is your last day to practise your spelling words. Look back to the pre-test on Day 10.

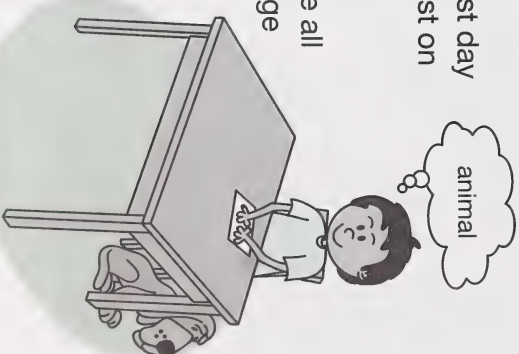
Use the look, cover, spell, and check method to practise all the spelling words one more time. Practise your challenge words too.

Look: Look at the word.

Cover: Cover the word and try to see it in your mind.

Spell: Try to write the word.

Check: See if you got it right or where you went wrong.

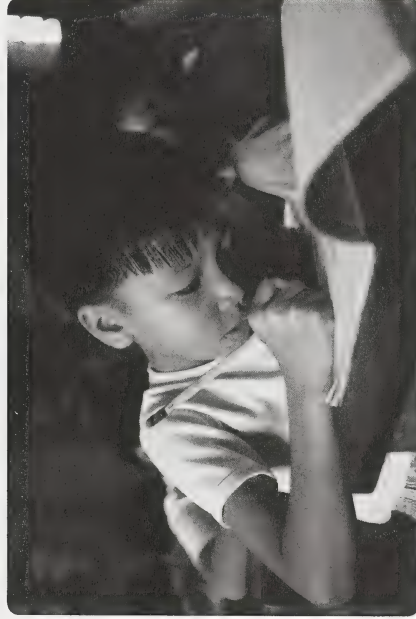


If your student needs additional practice to master spelling the words, choose an activity from the Home Instructor's Guide for Module 1A.

Phonics



Do you remember everything you have learned about consonants? Do pages 21 and 22 in your Phonics book to review consonant sounds.



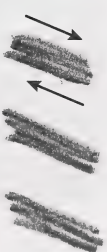
Carefully remove these pages from the Phonics book and put them in your Writing Folder. You will send them to your teacher on Day 18.

Do not mark these pages. The student will submit them to the teacher on Day 18. Allow the student to do these pages independently so that the teacher can use them to evaluate your student's mastery of the consonant sounds.

Handwriting

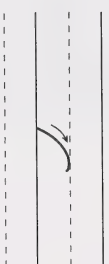
You'll learn how to write g today.

Practise making some right ovals in the air. Make some slant strokes in the air too. You will use both of these strokes to write the letter g.

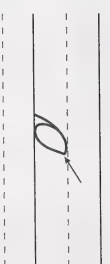


The letter g begins with an overstroke, just like you would start an a or o.

- Begin with the same overstroke you used to begin a, o, and d.



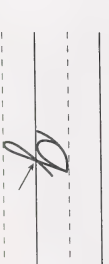
- Then, you change direction and go around and up. Close the gap as you finish saying "around and up."



- Next comes a downstroke. It must be slanted. It goes below the line to the next interline.



- Make a loop on the left side of the downstroke as you go up. The tail of the loop crosses the line and ends about halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the steps below.



over, around and up,
downstroke, and loop

Show the student how to form the lowercase g on the chalkboard. Be sure to use the same strokes and steps as in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.

Keep practising until you can make a very good g in handwriting.

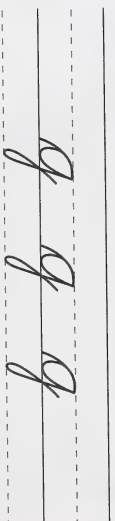
Check the student's posture, paper position, and pencil grip.



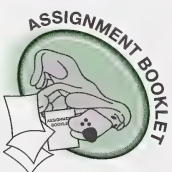
Take out your interlined notebook or interlined paper.

Get ready to try some g's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

Notice how the letter g sits on the lines. The loop goes below the line to the interline.



Practise at least two rows of g's on your paper or in your notebook. Try chanting the strokes as you write.



Go to Assignment Booklet 1B. Do Assignment 11: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

If necessary, refer back to the Animal Groups chart completed on Day 10 or check resource materials about insects.

Insects

What do you remember about insects?

4. Write some characteristics of insects.

5. Write the names of some insects you know.

6. Are insects vertebrate or invertebrate animals?

Insects do not have backbones. They have a hard covering on the outside of their bodies called an **exoskeleton**. The exoskeleton supports an insect's body.

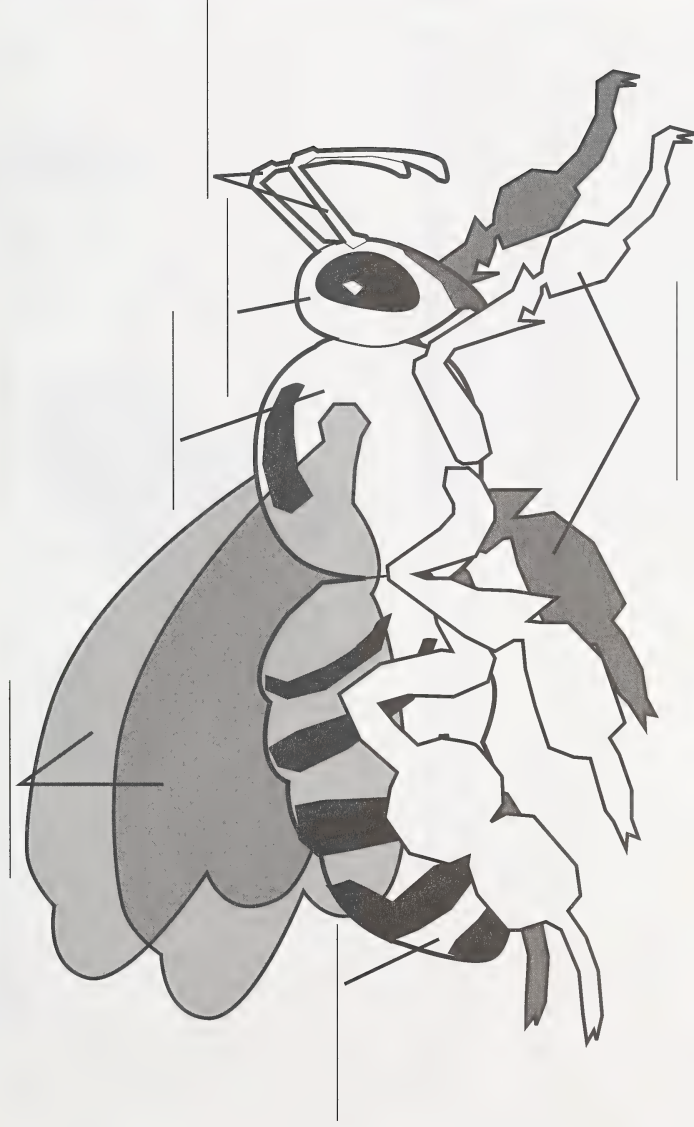
exoskeleton: the external hard covering that protects the softer inner body of insects and crustaceans



An insect's body has three parts—the head, thorax, and abdomen. The middle section is called the thorax. The legs and wings of an insect are attached to the thorax.

7. Label the insect. Write head, thorax, abdomen, legs, antenna, and wings in the correct spot.

Bee



If anyone you know has an insect collection, this would be an excellent time to view it to study the characteristics of insects.

If you are doing this module in the spring, summer, or fall and can catch a live insect, encourage your student to do this. Examine the live insect with a magnifying glass. Ask the student to find and identify the body parts on the insect.

proboscis: a mouth part of some insects that allows them to suck nectar or other liquids for food

In the spring or summer, you can often observe a butterfly with a proboscis sipping nectar from flowers. One of your reference books may show this.

8. Insects have _____ legs.

Many insects have special adaptations to help them get food or protect themselves.

Some insects have a **proboscis**, or mouth part, that allows them to suck nectar or other liquids for food.

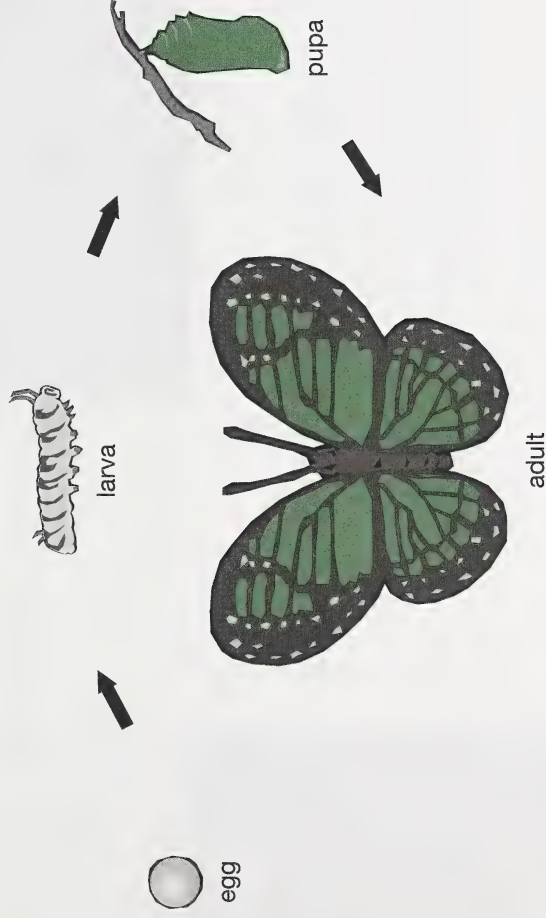
Some insects have the ability to sting. This helps them protect themselves.



9. Name an insect that can sting. _____

Life Cycle

The life cycle of many insects, such as butterflies, has four stages.



Insects, like amphibians, go through metamorphosis. Their characteristics change between stages. These changes help them survive and find food.

At the egg stage, the shell or covering helps prevent the egg from drying out.

Introduce the unfamiliar words on the diagram.

larva: the wormlike or caterpillar stage of an insect's development
The plural form is larvae.

pupa: the cocoon or chrysalis stage of an insect's development



In the larva stage, the insect often has legs.

10. Legs help the larva find

_____.

In the pupa stage, there is often a hard shell or webbing on the cocoon.

11. The shell or webbing helps _____ the insect.



The adult butterfly grows wings.

12. Wings help it find

_____.



13. Look in your books or on the computer. Find the life cycle of a different insect. Draw it below and label the stages.

If your student does not have access to resource materials or Internet sources, choose an insect you are familiar with, such as an ant, fly, mosquito, or mealworm, and guide the student through the stages.

Story Time

Enjoy a story with your home instructor.

Looking Back

You learned about feelings and insects today. Would you like to learn more about insects? Have you ever caught an insect and kept it in a jar to observe it?



Journal Entry

The student may respond to the questions or write about any topic that relates to the day's lessons.

Glossary

exoskeleton: the external hard covering that protects the soft inner body of insects and crustaceans

larva: the wormlike or caterpillar stage of an insect's development

The plural form is *larvae*.

proboscis: a mouth part of some insects that allows them to suck nectar or other liquids for food

pupa: the cocoon or chrysalis stage of an insect's development

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Day 18

Changes

Today you will finish Module 1B. You have learned about many different kinds of changes. You'll think back on what you have learned. You will also have a chance to share some of your best work with your family.

What kind of changes have you made during this module?
How have you "spread your wings"?



Getting Started

You've talked about changes in your community and how animals change. How do you think you have grown and changed during this module? What new things have you learned? What changes have you made in your work habits? Discuss these questions with your home instructor.

Reading

Think about all the selections you read in this module.



Take out *Spreading My Wings*.

Turn to the Contents page. Look back at the poems, stories, articles, and essays that you read.



My favourite stories are "Our Home Is the Sea" and "Roses for Gita." They are alike because grandparents are important to both main characters.

Discuss the growth you have noticed in your student over the last month or so. What new skills has the student learned?

Encourage the student to read through the selection titles to review what was read in this module.

Comparing Two Stories

You read four fiction stories: "Home Early," "Our Home Is the Sea," "Roses for Gita," and "Ivan and the All-Stars."



Choose the two stories that you liked best.

1. I liked _____ and _____ the best.

2. Tell two ways the stories were alike.

3. Tell two ways the stories were different.

You also read non-fiction such as poems, articles, reports, and a photo essay.

4. Which do you like reading better, fiction or non-fiction selections?

If the student has difficulty with this, ask him or her to think about how the characters, plots, problems, or resolutions were alike.

If the student has difficulty with this, ask him or her to think about how the characters, plot, problem, or resolution were different.

Spelling

It's time to do your spelling test. Your home instructor will say the words.

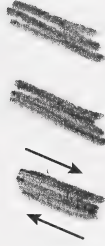


Go to Assignment Booklet 1B. Do Assignment 12: Spelling Test.

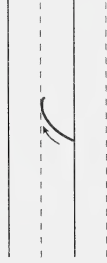
Handwriting

You'll learn how to write q today.

Practise making right ovals in the air. Make some slant strokes in the air too. You will use both of these strokes to write the letter q.



- The letter q begins with an overstroke, just like you would start an a, o, or g.



- Then, you change direction and go around and up. When you finish saying "around and up," the gap is closed.



Dictate the spelling words, including any challenge words for this module. Refer to the Home Instructor's Guide for the spelling words.

- Next comes a downstroke. It must be slanted. It goes below the line to the next interline.



- Make a loop on the right side of the downstroke as you go up. The loop touches the downstroke at the line. The loop is one half-space long.



- The tail swings up halfway to the dotted interline.



Try this letter on the chalkboard or whiteboard. Your home instructor will help you. As you write, try chanting the steps on the next page.

Show the student how to form the lowercase *q* on the chalkboard. Be sure to use the same strokes and steps as in the Student Module Booklet. Chant the strokes as you write. Say exactly what is printed in the graphic.



over, around and up,
downstroke, loop back,
and swing

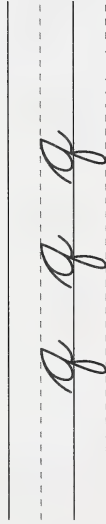
Keep practising until you can make a very good *q* in handwriting.



Take out your interlined notebook or interlined paper.

Get ready to try some q's on your paper. Think about your paper and pencil position and your posture. Show your home instructor that you are ready to begin.

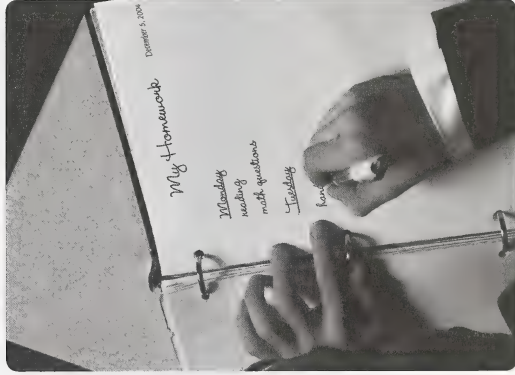
Notice how the letter q sits on the lines. The loop goes below the line to the interline and then swings back up.



Practise at least two rows of q's on your paper or in your notebook. Try chanting the strokes as you write.

Now you have learned how to write five letters!

You are going to practise a, o, d, g, and q in your Assignment Booklet. After you write the letters, you'll look back to find your very best letters.



Check the student's posture, paper position, and pencil grip.



Go to Assignment Booklet 1B. Do Assignment 13: Handwriting.



Go to Grade Three Mathematics.



Your home instructor will tell you about today's physical activity.



Silent Reading

Choose a book, story, or magazine and read silently for the next 15 minutes. When you are done, discuss what you read with your home instructor.

Animal Changes

You have learned a lot about animals and how they change as they grow.

Needs Change

You have discovered that as animals grow their needs may change.

Think about a frog. The food and habitat that a frog egg needs is quite different from what the adult frog needs.

5. Look at the chart below. Read about the food needs at each stage. Write which habitat the frog needs for each stage.

Stage	Food	Habitat
egg	no food necessary	
tadpole	plants	
pollywog	insects and insect larvae	
adult frog	insects	

If necessary, your student may look back to Day 15 or to research books about frogs to help fill in the "Habitat" column.

6. How do the frog's needs change?

7. Pretend that you get to choose one of the animals below for a pet. Circle the animal you would choose.



kitten



caterpillar



frog eggs



baby goldfish



chick

8. What kind of food and habitat would that baby animal need?

9. What kind of food and habitat would the adult animal need?

10. Did the needs change? _____
11. What else will you need to do to care for your animal? _____

Discuss what kind of care the student would need to give the animal: how he or she would have to set up the habitat, what kind of food would have to be provided at each stage of development, and other things the student would need to do.



If necessary, your student may look back in the Student Module Booklet or to the research books that have been used.

You may want to save the examples the student has chosen in a special folder or portfolio. At the end of each module, the student will choose two or three samples. If you save these samples, you can use them to show your student how he or she has improved over the year.

Comparing Animal Growth

12. Do all animals go through the same stages of growth? _____

You will compare the growth of the different animal groups on a chart in your Assignment Booklet.



Go to Assignment Booklet 1B. Do Assignment 14: Comparing Animal Growth.

Sharing Your Work

You have done a lot of work in this part of the module. Look back at the work in your Writing Folder, Art Folder, Assignment Booklet, Student Module Booklet, and Course Container.

You have written a report, recorded a story, drawn many life cycles, completed charts and tables, and learned how to make several letters in cursive writing.

Pick two examples of your work of which you are especially proud. Share your work with your family. Tell them why you chose each example.



Go to Assignment Booklet 1B. Do the Student Learning Log.

Story Time

Enjoy a story with your home instructor.

Looking Back

How does it feel to complete the module? Do you feel that you have “spread your wings” and learned some new things?



What parts of the module did you learn the most from? What parts did you enjoy the most?

Journal Entry

The student may respond to the questions or write about any topic that relates to this module.

Complete the Home Instructor's Comments at the end of Assignment Booklet 1B. Use the Items to Submit checklist to help you gather all the necessary assignments. Be sure each assignment has been completed. Mail, fax, or e-mail the required projects and Assignment Booklet 1B to the teacher.

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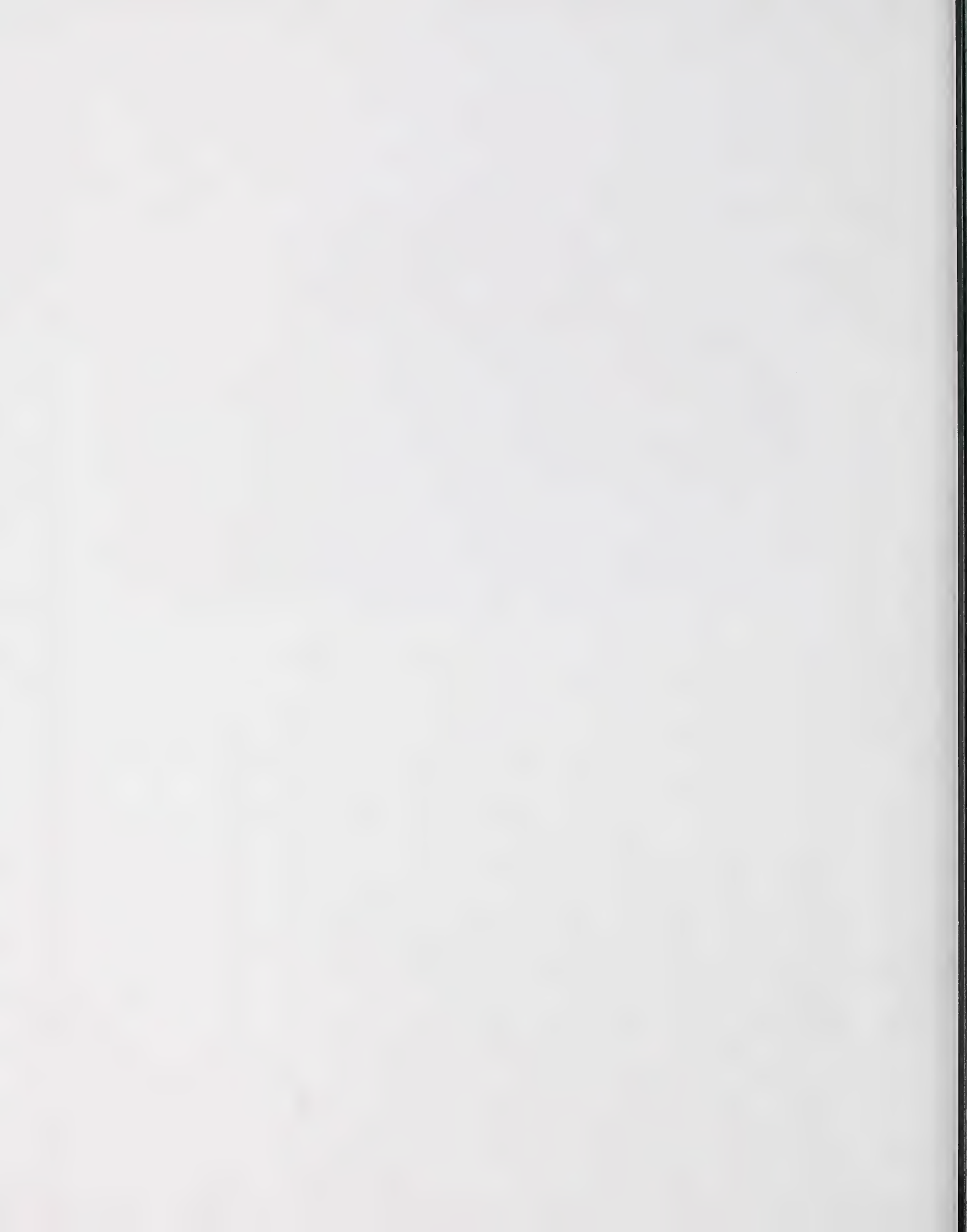
Module Summary

In this module you studied changes in animals, yourself, families, and communities.

Here are some of the many things you learned:

- how to read for details
- how to use punctuation to help you read
- about classifying animals
- how to make predictions about the stages in the life cycles of animals
- about animal adaptations and habitat
- that community changes can improve the community
- how dictionaries are organized
- how to write some letters in cursive writing





Grade Three **Thematic**



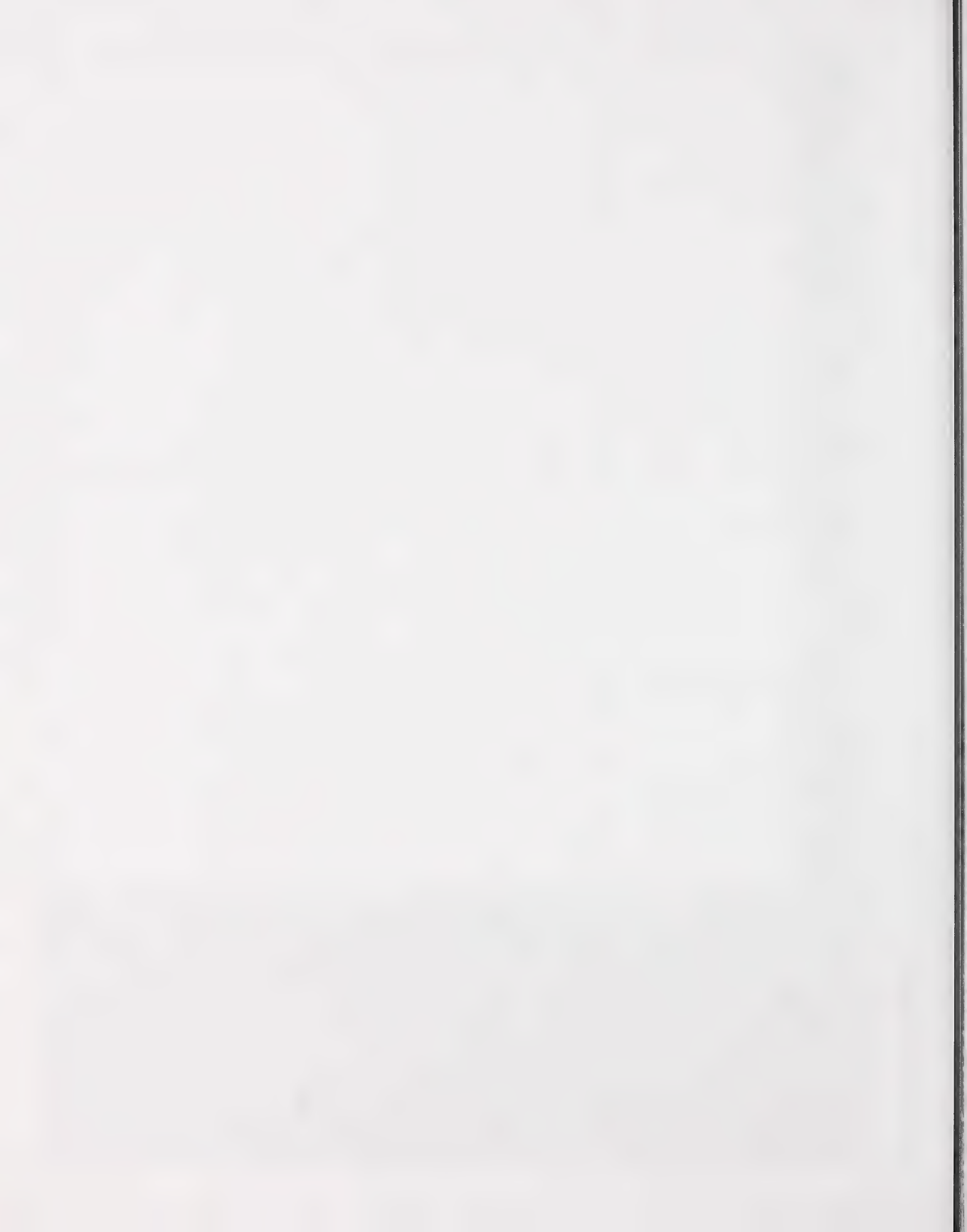
**Module 1B:
Appendix**

Animal Groups

Animal Group	Characteristics	Animal Examples
Mammals		
Birds		
Reptiles		

Animal Groups

Animal Group	Characteristics	Animal Examples
Amphibians		
Fish		
Insects		
Others		



Animal Observation Journal

Observation 1

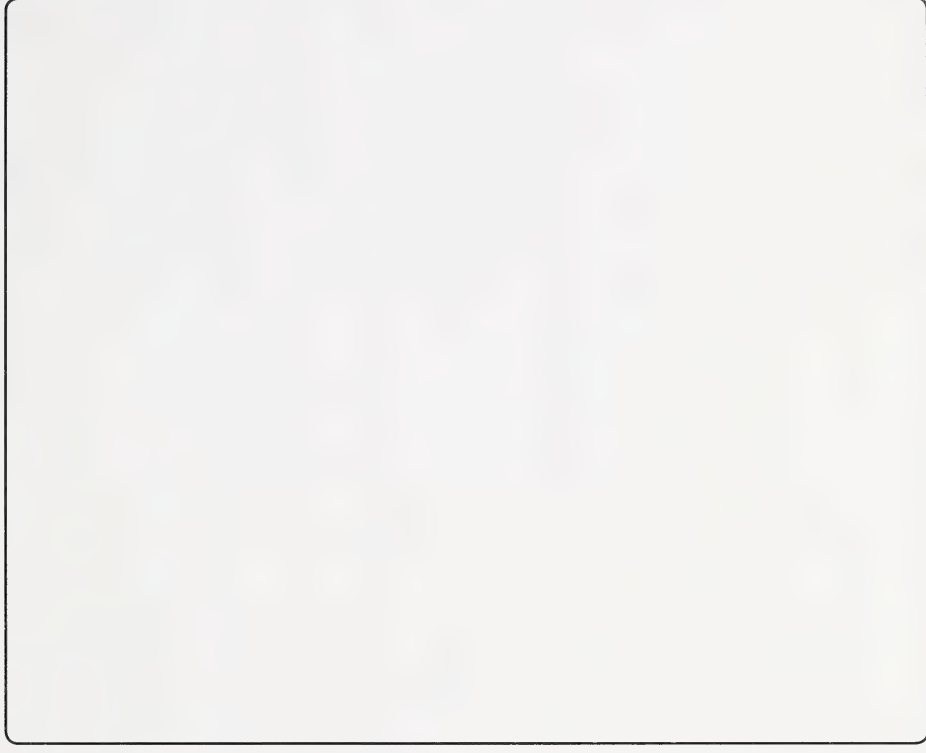
Animal _____

Write at least two sentences to tell how your animal looks at this stage in its life cycle.

At this stage in its life cycle, my animal needs

Life cycle stage _____

Draw your animal at this stage.



Animal Observation Journal

Observation 2

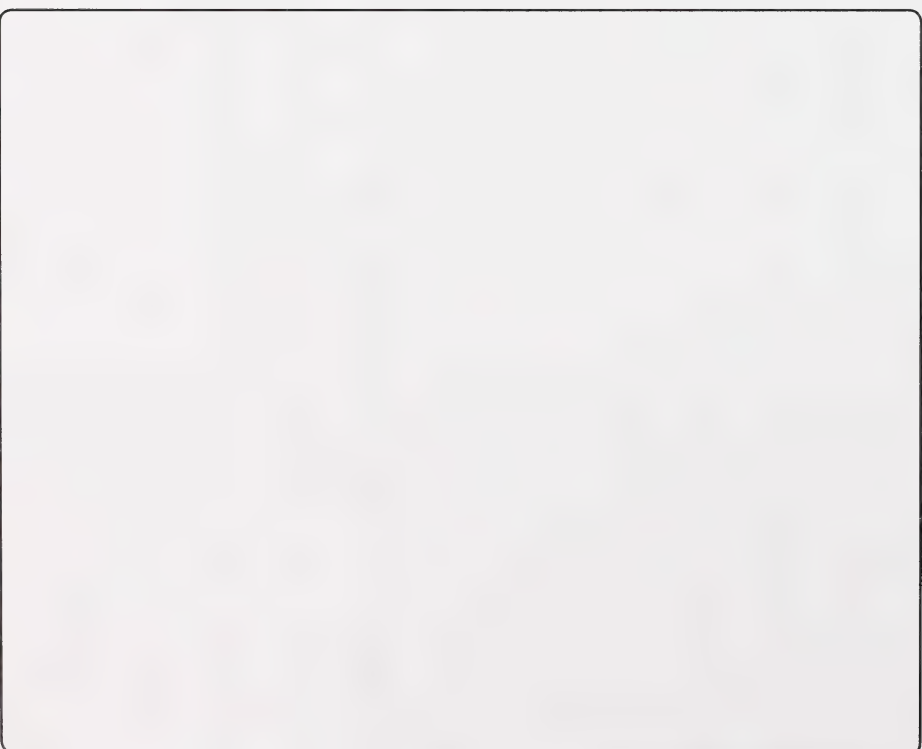
Animal _____

Write at least two sentences to tell how your animal looks at this stage in its life cycle.

At this stage in its life cycle, my animal needs

Life cycle stage _____

Draw your animal at this stage.



Animal Observation Journal

Observation 3

Animal _____

Write at least two sentences to tell how your animal looks at this stage in its life cycle.

At this stage in its life cycle, my animal needs

Life cycle stage _____

Draw your animal at this stage.

Animal Observation Journal

Observation 4

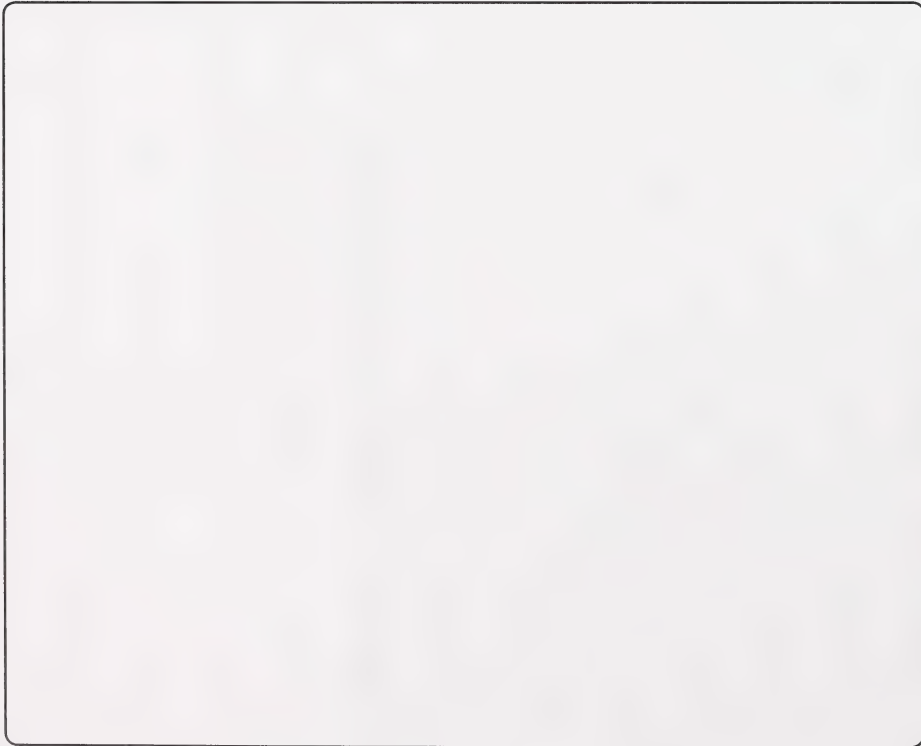
Animal _____

Write at least two sentences to tell how your animal looks at this stage in its life cycle.

At this stage in its life cycle, my animal needs

Life cycle stage _____

Draw your animal at this stage.



Animal Observation Journal

Draw the life cycle of your animal. Label each stage.

Cursive Handwriting Alphabet

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m

n o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9



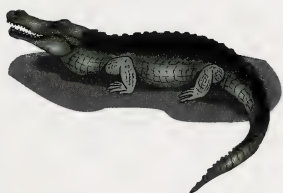
chicken



killer whale



zebra



alligator



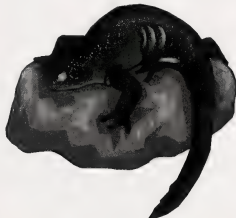
snake



lizard



kangaroo



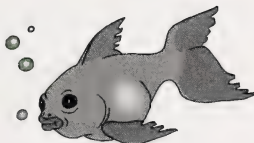
salamander



toad



frog



goldfish



shark



pike



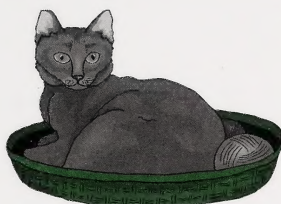
salmon



cow



panda bear



cat



octopus



spider



crab



grasshopper



butterfly



caterpillar



ant



ladybug



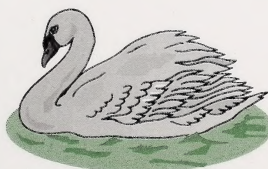
bee



turtle



owl



swan



crow

